

LD
2956
A2
C32
1999-
2000
c. 2



LEE UNIVERSITY

1999-2000

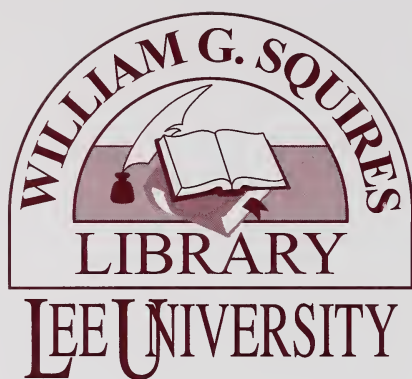


GRADUATE CATALOG

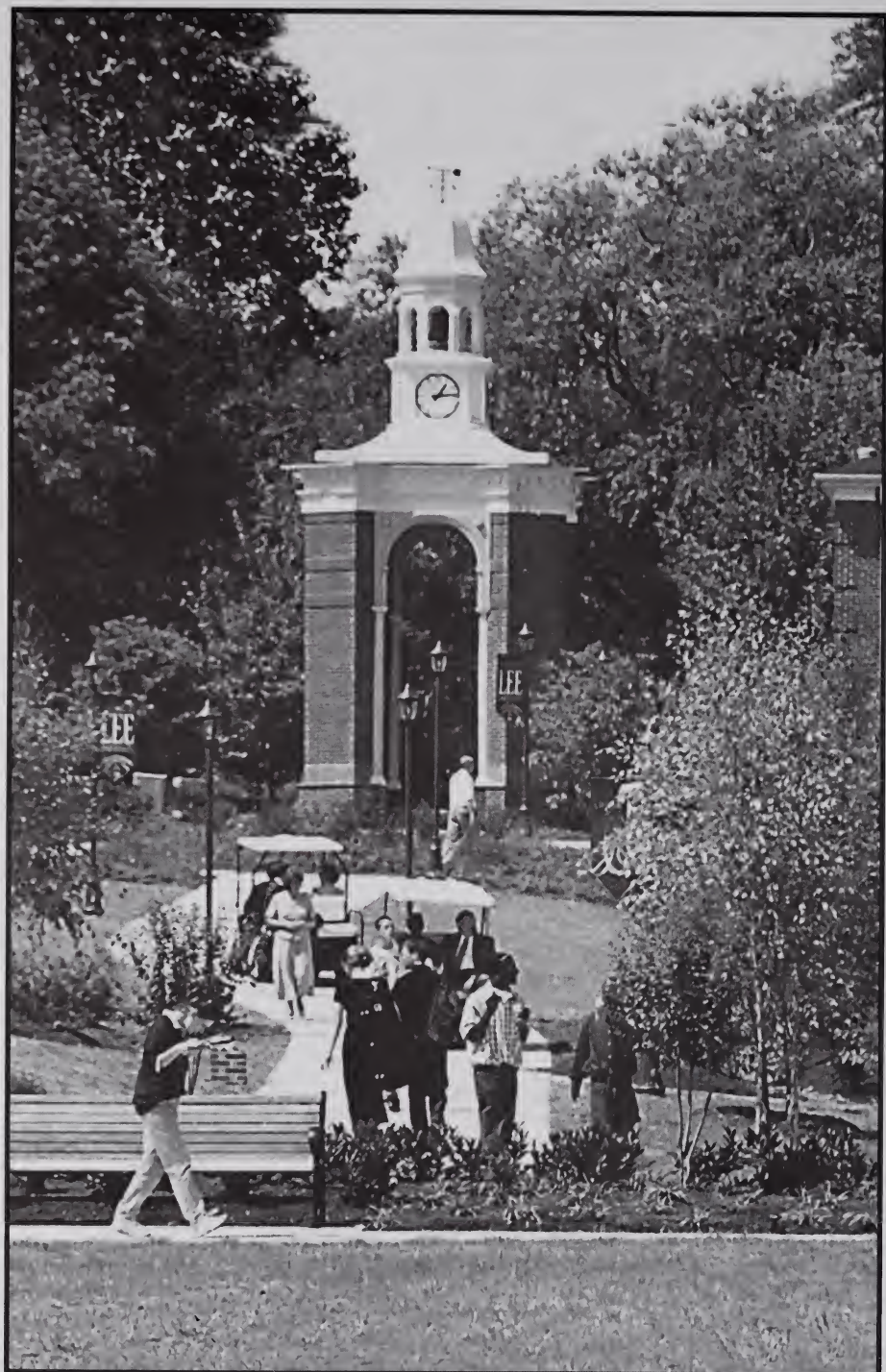
PENTECOSTAL RESOURCE CENTER



3 1838 00261 9548







-465001494
11-11-0980

LD
2956
A2
c32
1999-
2000
c.2



The university welcomes visitors to the campus at any time. Offices of the university are open Monday through Friday from 8:00 a.m. to 5:00 p.m. Appointments for other hours may be arranged in advance.

No person in whatever relation with Lee University shall be subject to discrimination because of race, color, national origin, age, gender, or disability.

The *Graduate Catalog* is published annually by Lee University at Cleveland, Tennessee. This graduate catalog issue contains announcements for the eighty-first year of the university, 1999-2000. The university reserves the right to make changes affecting policies, fees, curricula, or any other matters announced in this catalog.

WILLIAM G. SQUIRES LIBRARY
CLEVELAND, TENNESSEE

TABLE OF CONTENTS

I. GENERAL INFORMATION	IV. STUDENT LIFE
Accreditation..... 10	Residential Life 31
Mission Statement..... 10	Counseling, Testing, and Career Exploration..... 31
Institutional Goals..... 13	Chapel..... 32
Religious Position..... 14	Lifestyle Expectations 32
Graduate Studies at Lee University 15	Athletics 32
Subject Areas..... 16	Recreation and Fitness 33
Graduate Faculty 16	Intramurals..... 33
Statements of Compliance... 17	Health Clinic 33
Library 17	Campus Safety 34
Music Resource Center 18	
Media Center 19	V. ACADEMIC POLICIES
Curriculum Lab 19	Course Numbering System.. 37
Computers..... 19	Study Load..... 37
	Auditing..... 37
II. ADMISSIONS	Transfer Credit 37
Criteria for Admissions..... 21	Grading..... 37
International Students..... 22	Academic Probation and Disqualification 38
Policy Regarding False Information..... 22	Time Limits 38
Change of Program 22	Withdrawing from the University 38
Admissions Testing 23	Withdrawal From Courses ... 39
	Release of Transcripts..... 39
III. FINANCIAL INFORMATION	Project/Thesis Statement 40
Itemized Semester Expenses for Full-time Students 25	Thesis Binding Fee..... 41
Residence Hall Students..... 25	
Other Special Fees 25	VI. COLLEGE OF ARTS AND SCIENCES
Special Music Fees..... 26	
Itemized Semester Expenses for Part-time Students 26	MASTER OF LIBERAL ARTS
Summer School..... 26	Statement of Purpose..... 45
Settlement of Accounts..... 26	Program Affiliation and Brief History..... 45
Deferred-Payment Plan 27	MLA Program Concept and Options..... 45
Deferred Payment Plan for Summer School 27	Required Core Courses..... 46
Refund Policy..... 28	Elective Courses 46
Refund Policy for Summer School 28	Thesis or Final Project..... 47
Group Discount for Employer- Assisted Enrollments..... 29	Program of Studies Options . 47
Stafford Loans 29	Program Outcomes 48
Graduate Assistantships..... 29	Admission Requirements..... 49
Employment..... 29	Transfer Credits 51

Financial Aid for MLA	51
Completion Requirements...	52
Specific Completion	
Procedures	52
Course Requirements	54
Course Descriptions	55
The MLA Graduate	
Committee	60

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Statement of Purpose.....	63
Program Goals.....	64
Program Objectives.....	65
Program of Studies.....	66
Typical Two-Year	
Curriculum.....	68
Clinical Experiences	69
Practicum	69
Internship	69
Manual.....	69
Liability Insurance.....	69
Admission	70
Program Policies	73
Course Offerings	74
The Counseling Psychology	
Graduate Committee.....	76

VII. COLLEGE OF EDUCATION

MASTER OF ARTS IN TEACHING AND

MASTER OF EDUCATION

Statement of Purpose.....	79
Philosophy.....	79
Assumptions	80
Outcomes	80
Conceptual Framework	81
Admission Requirements.....	83
Completion Requirements...	84
Course Requirements	85
Course Descriptions	88
The Education	
Graduate Committee.....	92

VIII. SCHOOL OF MUSIC

MASTER OF CHURCH MUSIC

Statement of Purpose.....	95
National Association of	
Schools of Music.....	96
Admission Requirements....	97
Completion Requirements.	100
Final Project Committee....	100
Transfer Students.....	101
Program of Study	101
Course Offerings	103
The Music Graduate	
Committee	109

IX. ADMINISTRATION AND FACULTY

Board of Directors	112
Senior Officers of	
the University	112
Academic Deans	113
Graduate Council	114
Graduate Faculty	115
Associate Graduate	
Faculty	

X. UNIVERSITY CALENDAR

Fall Semester 1999.....	122
Spring Semester 2000	123
Summer Sessions 2000	124



MESSAGE FROM THE PRESIDENT

Welcome to Lee University!

Today is a great time to be part of this growing, exciting institution. Here at Lee, there is such a wonderful positive spirit! We believe that God's hand is on us, and we are working hard to earn the trust of our expanding public.

One of the reasons for the high level of expectation at Lee is the quality of our faculty. Those of us who have been on the Lee team for many years are energized and stimulated by the many new professional colleagues who arrive each year with such talent and vision.

Lee University is assembling a graduate faculty who can deliver excellent masters-level instruction with the sensitivity and perspective of seasoned Christian disciples. These men and women form the critical core of any graduate program. As president of Lee, my confidence in our quality as a graduate institution is based primarily on the exceptional quality of this team.

We also are attracting superb students, and we expect this trend to continue as we begin new graduate programs.

A handwritten signature in black ink, reading "Paul Conn" followed by a long horizontal stroke.

Paul Conn
President



MESSAGE FROM THE GRADUATE COUNCIL

This year the graduate faculty will inaugurate Lee University's fifth graduate degree program. The Graduate Council, working with the faculty and graduate program committees, seeks to implement the mission of Lee University by offering advanced studies that are relevant, challenging, and rewarding. Each program emphasizes the integration of Christian faith with the body of knowledge appropriate to the scope of the degree.

College graduates who are interested in professional preparation in **counseling psychology, classroom teaching, or church music** will find in these programs the combination of scholarly and practical expertise relevant to the professional needs of contemporary practitioners. The **liberal arts** graduate program is designed for widely-read students from any undergraduate field who seek to expand personal intellectual horizons through interdisciplinary studies.

As the graduate faculty develops these and other graduate programs, commitment to academic quality combined with attention to individual student needs will be paramount in the planning efforts. Inquiries and suggestions from current and prospective graduate students will be an essential part of planning for program effectiveness.

Explore with us a future enriched by Lee University master's degrees!

INTRODUCTION

ACCREDITATION

Lee University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award Bachelor's degrees and Master's degrees. Teacher Education programs are approved by the Tennessee State Department of Education for licensure. The School of Music is accredited by the National Association of Schools of Music. Lee also holds membership in the American Council on Education, the Council of Independent Colleges, the Tennessee College Association, Tennessee Independent Colleges and Universities, the Coalition of Christian Colleges and Universities and the Appalachian College Association. The Master of Liberal Arts (MLA) program is an associate member of the Association of Graduate Liberal Studies Programs.

LEE UNIVERSITY MISSION STATEMENT

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and master's levels. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of the arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Lord and Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in the modern world.

Founded as Bible Training School in 1918 by the Church of God, Cleveland, Tennessee, the institution was renamed in 1947 to honor its second President, the Reverend F. J. Lee, and attained university status in 1997. The original purpose was to provide both general and biblical training for those persons entering the Christian ministry, and through the years Lee University has continued this purpose of "ministry," ever more broadly defined to include both church and non-church vocations.

Enrollment consists primarily of recent high school graduates, and fifty-two percent of the students reside on campus. Most of the students are affiliated with the Church of God, although many come from other denominations. The graduate student body is relatively new and is in the process of defining its own identity.

As a private institution, Lee University is controlled by a Board of Directors appointed by the General Executive Committee of the denomination. The President is responsible to this board for facilitating an educational program presented from a theological perspective that is conservative, evangelical and Pentecostal. In keeping with the amended Charter of Incorporation (1968) and the Bylaws of Lee University (article I, sections 2 and 4), all board members, administrators and faculty members certify annually by contract that they will not advocate anything contrary to the Church of God Declaration of Faith.

Lee University endeavors to employ scholars with the highest academic credentials who present their disciplines from a distinctly Christian perspective. All truth is perceived to be God's truth, and the effective presentation and integration of truth is the goal. Lee University values teaching as the most important faculty role, and excellence in teaching is the primary standard for retention, tenure and promotion. Faculty research is seen as essential to teaching excellence. It, too, is an important criterion for faculty advancement. Lee University values and rewards Christian community service and service to humankind as significant faculty responsibilities.

Lee University identifies its public service region as being generally coterminous with the geographic scope of the denomination. While most students come from the United States, the student body typically consists of representatives of a broad range of socioeconomic backgrounds from all fifty states and more than twenty countries in Central and South America, Europe, Asia and Africa. Because of this geographic span, the University serves a racially, ethnically and culturally diverse student body with ten percent international or minority students. The institution has adopted the policy that no person in whatever relation with Lee University shall be subject to discrimination because of race, color, national origin, age, gender or disability.

Lee University has both open admissions and a rapidly expanding scholarship program, attracting students with widely varied academic skills. The University is committed to serve under-prepared students with a variety of support services. While the primary source of funding is from student revenues, the Church of God provides for the University in its annual budget. The University also receives support from alumni, businesses, churches, foundations and friends.

All baccalaureate degree students at Lee University must complete a general education core including eighteen semester hours of religion. The general education courses foster intellectual development by enhancing the students' ability to observe, read, think critically and communicate effectively. The courses also cultivate awareness, understanding and respect for cultural diversity. The religion core courses are predicated on the Reformation principle of the priesthood of all believers. The courses are designed to enable the student both to understand and articulate the Christian faith. The campus curriculum is enriched by American, Latin American, European and Asian studies programs, study tours, service-to-humankind projects as well as external studies for non-resident students.

Lee University takes seriously the task of preparing students for responsible Christian living in the modern world. The goal is pursued within a variety of structures provided within the widest campus context, such as classroom instruction, extracurricular activities, student development services and residential living. The University realizes that the knowledge, appreciation, understanding, ability and skill for such resourceful living will be evident in its students in direct proportion to the success of its programs and services whereby a healthy physical, mental, social, cultural and spiritual development is fostered.

The Lee University experience intends to demonstrate that there is a positive correlation between scholarship and wholeness; that one must approach all learning with a sense of privilege and responsibility under God; that truth is wherever it is found, whether test tube, literary masterpiece or Holy Scripture; that appropriate integration of truth is both intellectual and behavioral in nature; and that the pursuit and application of truth is, indeed, "ministry."

INSTITUTIONAL GOALS

The nature and range of this commitment are demonstrated in the objectives of the institution. Lee University seeks to:

1. Provide a general education program which will enhance students' appreciation for and commitment to the liberal arts as a Christian responsibility.
2. Provide sufficient religious education to enable students to be conversant in the Christian faith, to articulate their own beliefs and to actualize their faith through consistent growth and practice by the integration of faith with all aspects of life.
3. Provide major programs of sufficient quality to prepare students for success in graduate and professional schools and in the early stages of their careers.
4. Provide academic support through computer facilities, library resources, student support services, and faculty development opportunities to ensure quality instruction and a challenging academic environment.
5. Provide a campus environment that supports and encourages students in their personal, social, spiritual, cultural and physical development.
6. Prepare students for successful personal and professional life after college by developing in them a commitment to Christian values in vocational goals and lifestyle choices.
7. Increase the diversity of the faculty and student body, address the unique needs of a diverse campus population, and encourage academic inquiry into minority concerns.
8. Recruit, develop and retain a diverse community of teaching professionals, administrators and support staff who demonstrate excellence in their professional roles and effectively implement the mission of the university in their lifestyles and co-curricular involvement.
9. Continue the growth of student enrollment and development of capital assets to optimize student opportunities.
10. Achieve the quality of instruction and resources necessary for the national accreditation of selected areas and the initiation of graduate programs where appropriate.
11. Preserve the evangelical and Pentecostal heritage and message of the Church of God and provide positive direction for its future.
12. Provide quality academic, spiritual, cultural and recreational services to its various publics.

RELIGIOUS POSITION

As a Christian university operated under the auspices of the Church of God, Lee University is firmly committed to the conservative, evangelical and Pentecostal religious position of its sponsoring denomination. This position is expressed in the "Declaration of Faith" as follows:

We believe:

In the verbal inspiration of the Bible.

In one God eternally existing in three persons; namely, the Father, Son, and Holy Ghost.

That Jesus Christ is the only begotten Son of the Father, conceived of the Holy Ghost, and born of the Virgin Mary.

That Jesus was crucified, buried, and raised from the dead.

That He ascended to heaven and is today at the right hand of the Father as the Intercessor.

That all have sinned and come short of the glory of God and that repentance is commanded of God for all and necessary for forgiveness of sins.

That justification, regeneration, and the new birth are wrought by faith in the blood of Jesus Christ.

In sanctification subsequent to the new birth, through faith in the blood of Christ; through the Word, and by the Holy Ghost.

Holiness to be God's standard of living for His people.

In the baptism with the Holy Ghost subsequent to a clean heart.

In speaking with other tongues as the Spirit gives utterance and that it is the initial evidence of the baptism of the Holy Ghost.

In water baptism by immersion, and all who repent should be baptized in the name of the Father, and of the Son, and of the Holy Ghost.

Divine healing is provided for all in the atonement.

In the Lord's Supper and washing of the saints' feet.

In the premillennial second coming of Jesus; First, to resurrect the righteous dead and to catch away the living saints to Him in the air; second, to reign on the earth a thousand years.

In the bodily resurrection; eternal life for the righteous, and eternal punishment for the wicked.

GRADUATE STUDIES AT LEE UNIVERSITY

Graduate programs at Lee University have a common purpose: they are to serve the individual student to ensure that his or her life's preparation has an ultimate meaning. A Christian environment and personally committed professional instructors are the "natural surroundings" that encompass all programs in Lee's graduate studies. All programs are offered and designed with this promise at the outset. Lee University's graduate programs provide an educational experience that meets the most important needs—a profitable engagement of the student's time, purpose, and personal resources.

The graduate programs at Lee University serve adult students with various professional interests and diverse personal histories. Flexible scheduling for part-time and full-time students, and personal attention from experts and practitioners in wide-ranging professional fields, enable students to find a niche for their personal goals and for intellectual progress in a field of study.

Five degree programs are offered presently at Lee University for the level of Master in those fields within the colleges or schools as listed. In the **College of Arts & Sciences: The Master of Liberal Arts**, an interdisciplinary degree, provides the student - whether desiring life enrichment, professional enhancement, or intellectual depth - a program that explores the emerging intellectual questions of our time, as well as the important works of the past, to arrive at an informed assessment of the human condition in contemporary society. The **Master of Science in Counseling Psychology** prepares students for careers in counseling. In the **College of Education: The Master of Arts in Teaching** provides preparation for professional licensure in education for graduates from liberal arts and other non-education fields. The **Master of Education** program extends to classroom teachers an opportunity for in-service professional training and advanced development in area knowledge and practical skills. In the **School of Music: The Master of Church Music** degree program develops the potential of musicians while providing leadership in music training for ministry.

After reading the following descriptions of the degree programs, students are encouraged and challenged to investigate the possibilities

of the program that meets their goals. The graduate faculty encourages any students, wherever placed in their professional intellectual development, to join the Lee community of adult learners. Lee University faculty members are confident that education is the key to broadening a person's future and invite all prospective students to explore its graduate programs.

SUBJECT AREAS

The current graduate curriculum includes courses from the following disciplines and areas designated by these subject codes:

BIB	.Bible
BUS	.Business
CHM	.Church Music
COM	.Communications
EDU	.Education
ENG	.English
HIS	.History
HUM	.Humanities
IDS	.Interdisciplinary Studies
LIT	.Literature
MLA	.Liberal Arts
ORL	.Organizational Leadership
PAS	.Pastoral Studies
PSY	.Psychology
RPH	.Religion / Philosophy
SOC	.Sociology
THE	.Theology

GRADUATE FACULTY

The purpose of the graduate faculty of Lee University is to set standards for graduate work and to provide graduate instruction. Only members of graduate faculty or associate graduate faculty may teach courses numbered 500 or above, and only members of the graduate faculty may serve on Final Project Committees for candidates for the master's degree.

Members of the graduate faculty must meet the following criteria:

1. Hold a doctorate or hold candidacy status in a doctoral program;
2. Hold the rank of assistant professor or higher; and
3. Demonstrate teaching competence, continuing interest in the graduate program and research or creative productivity.

Associate graduate faculty are those who do not satisfy the above criteria but are approved to provide instructional services for graduate students because of their unique competencies and professional roles.

STATEMENTS OF COMPLIANCE

Lee University, in compliance with Title VI and VII of the Civil Rights Acts of 1961 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, gender, age, disability, status as a veteran or any other characteristic protected by law in any of its policies, practices or procedures. The Vice President of Student Life is the campus coordinating officer for Title IX, and all inquiries should be made to the Office of Student Life.

In compliance with Section 504 of the Rehabilitation Act of 1973, Lee University does not discriminate on the basis of disability in the recruitment and admission of students, or in the operation of any of its programs and activities, as specified by federal laws and regulations. Persons with questions about the Rehabilitation Act may contact the Office of the Academic Support Programs.

Lee University complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This Act assures students attending a post-secondary educational institution that they will have the right to inspect and review certain of their educational records, and, by following the guidelines provided by the university, to correct inaccurate or misleading data through informal or formal hearings. It protects students' rights to privacy by limiting transfer of these records without their consent, except in specific circumstances. Students also have the right to file complaints with the Family Policy Compliance office, U.S. Department of Education, 440 Maryland Avenue S.W., Washington, D.C. 20202-4605. Copies of this legislation are available from the Office of Student Records and Registrar on request by students or parents. A statement of Lee University policy relating to the maintenance of student records is also available on request from the Office of Student Records and Registrar.

LIBRARY

The William G. Squires Library, which serves undergraduate and graduate programs of Lee University, is housed in the Pentecostal Resource Center. This modern functional facility offers seating for 365, including individual study carrels, open bookstacks, reading areas,

audio room, computer lab, group study and seminar rooms and a chapel.

An added feature of the building is the Dixon Research Center, which houses a comprehensive collection of materials pertaining to the Church of God and the Pentecostal/Charismatic movement.

Students, faculty, alumni, church and community members are served by a staff of 17 and a student staff of about 40. Services include telephone and in-person reference assistance, computer searches, library instruction for classes, organizing and providing access to a collection of more than 148,000 volumes, 835 current periodicals in print format, and 46,000 microforms and other media.

The library utilizes the latest in electronic resources. These include an on-line catalog and automated circulation system, which provides the ability to search the local holdings and those of the Cleveland Public Library. Membership in the Southeastern Library Network (SOLINET) gives interlibrary loan access to 40,000,000 titles. In addition to print indexes, patrons have access to CD-ROM indexes, which include ERIC, RTA on CD, Biblical Studies, Music Index, MLA Bibliographies and PsycLit, as well as other CD-ROM multimedia programs. Utilizing the Internet, the library subscribes to FirstSearch, which includes over fifty databases, and to a full-text periodicals service. Additionally, the Worldwide Web is available at many workstations. The library's on-line catalog is accessible on the Internet and by modem. Squires Library has available 15 networked computer workstations for patron usage.

Library Hours:

Monday-Thursday	8:00 a.m.- 12:00 a.m.
Friday	8:00 a.m.- 9:00 p.m.
Saturday	9:00 a.m.- 5:00 p.m.
Sunday	2:00 p.m.- 5:00 p.m.

Library hours are adjusted during convocations and school holidays.

MUSIC RESOURCE CENTER

The Music Resource Center (MRC) in the Curtsinger Music Building is a library designed to meet the music reference and research needs of the University and community. The collection consists of

scores, technological resources and audio-visual materials including videos, CD's, cassettes, and LP's. The audio-visual materials, technological resources, and reference materials do not circulate outside the Music Resource Center to students, but are checked out for two-hour in-house use. Circulating scores may be checked out for a 14-day loan period to undergraduate students and a 28-day loan period to graduate students. A valid library card is required.

MRC Hours:

Monday and Wednesday	8:00 a.m. - 10:00 p.m.
Tuesday and Thursday	8:00 a.m. - 10:30 a.m. 11:30 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 7:30 p.m.
Saturday	12:00 noon - 5:00 p.m.
Sunday	2:00 p.m. - 5:00 p.m.

MRC hours are adjusted during convocations and school holidays.

MEDIA RESOURCES

Media equipment is available in the Squires Library, the Music Resource Center, the Education Curriculum Library and various academic departments. This includes standard audio-visual equipment, including overhead projectors, VCRs and monitors and cameras. These centers also have limited computers and software.

CURRICULUM LAB

The Curriculum Lab (DeVos Education Building) contains elementary and secondary textbooks as well as other curriculum materials. Professional journals and practical resources are available in this hands-on work center, which provides students and teachers a place to develop instructional aids. A variety of instructional materials may be checked out.

COMPUTERS

Lee University encourages students to have their own computers for word processing, searching information databases and research on the Internet. The library catalog and other licensed databases are available through dial-in-access with a computer and a modem. In addition to public access stations available in the Library, there is a computer lab in Walker Memorial 101 for general student use with payment of a fee.



ADMISSIONS

CRITERIA FOR ADMISSIONS

Graduate programs at Lee University are open to persons holding the bachelor's degree from accredited colleges and universities whose undergraduate or graduate work has been of sufficient quality and scope to enable them to profitably pursue graduate study.

Lee University offers equal educational opportunity to all persons without regard to race, religion, gender, age, creed, color, national origin or disability. Applicants are required to meet the specific admissions criteria established by each of the graduate programs. All applications must be accompanied by a twenty-five dollar (\$25.00) non-refundable application fee.

An application to a graduate program is reviewed by the graduate faculty in each program before an admission decision is recommended. The applicant is advised to have all credentials on file well in advance of the registration period for the semester in which the application is made.

Lee University graduate programs have different requirements for admissions. Applicants are advised to refer to appropriate sections in this catalog for various graduate programs' admissions requirements.

Graduate students applying for admissions are required to provide proof of the following immunization records:

1. Measles Immunization Proof (MMR) - An applicant born after January 1, 1957, must provide documented proof of receiving two (2) MMR vaccinations given after 12 months of age.
2. Tuberculin PPD Skin Test - Provide proof of a Tuberculin PPD Skin Test taken within a one-year period prior to the date of admission application.

If an applicant does not meet the admissions requirements of a graduate program, he/she may be considered for probationary acceptance.

INTERNATIONAL STUDENTS

The university is authorized under federal law to enroll non-immigrant alien students on an "F-1" or "J-1" visa. International applicants are expected to apply well in advance of their projected beginning date. All academic records, transcripts and other credentials must be accompanied by an official English translation. In addition to admissions requirements described in each graduate program, international students must supply the following:

1. **TOEFL Scores:** All applicants who will be attending the university on a student visa and who are not graduates of an American college or university must supply a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Information on this test can be attained by writing to TOEFL Educational Testing Service, Princeton, New Jersey, 08540, U.S.A. All test scores should be sent directly from the testing agency to Lee University.
2. **Financial Statement:** An applicant on an "F-1" student visa must supply, on the form provided by the university, sufficient evidence of financial support for the applicant and all members of his/her family who will accompany the applicant to Lee. This requires that the applicant certify that his/her intent is to attend full time and that no employment will be required.

All credentials must be received and approved before an INS Form I-20 (student visa) can be issued to the applicant.

POLICY REGARDING FALSE INFORMATION

Any applicant who fails to acknowledge attendance or who submits false records from any college or university where he/she has previously registered is subject to dismissal from the university.

CHANGE OF PROGRAM

Students who have previously declared a program of study but desire to change should apply to the appropriate graduate program director. A change in program is considered the equivalent of reapplying for admissions. All admissions requirements of the new graduate program must be satisfied and approved before a change can be granted.

ADMISSIONS TESTING

A student who has completed a bachelor's degree within the past seven years must submit results from their Graduate Record Examination Aptitude Test (GRE) scores indicating they scored at least in the 35th percentile or above; OR, the student may take the Miller Analogies Test (MAT) and score at least in the 35th percentile. The MCM program requires students to submit results from the GRE Subject Test in Music and score at least in the 35th percentile. This test score requirement may be waived for applicants in the MLA or MCM programs who have held the baccalaureate degree for more than five years. The MLA program also accepts scores from the Graduate Management Admissions Test (GMAT).

The MAT is offered in the Lee University Office of Counseling and Testing upon timely registration twice a year, August 23 and January 10.

The GRE is not administered at Lee University even though informational materials are available.



FINANCIAL INFORMATION

ITEMIZED SEMESTER EXPENSES

Basic Fee (for graduate students who are taking 12 hours)	\$3,059
Registration Fee (per semester, nonrefundable) . . . . .	.10
Yearbook Fee (required, payable in-full first semester attended) . .	.40
Health Fee (per semester) . . . . .	.20
I.D. Fee . . . . .	.2
Student Activity Fee (per semester) . . . . .	.20
Tuition per semester hour . . . . .	.255

RESIDENCE HALL STUDENTS

Room and Board Per Semester

Room Rent:

Residents of Livingston Hall & Hicks Hall	\$1,070
Residents of Atkins-Ellis, Cross, Davis, Sharp, Tharp and Auxiliary Housing . . . . .	.965
Residents of Chambers, Hughes, Medlin, Simmons . . . . .	.920

Board:

All 21 Meals	\$955
Any 15 Meals . . . . .	.900
Any 10 Meals . . . . .	.828
Any 5 Meals . . . . .	.770

Telecommunication Fee (per semester) . . . . .	.50
Breakage Fee . . . . .	.25
Carroll Court— monthly apartment rent for married and single parent students including all utilities:	

One Bedroom . . . . .	.350
Two Bedroom . . . . .	.365

OTHER SPECIAL FEES

Late Registration Fee	\$10
Audit Fee (per semester hour) . . . . .	.30
Incomplete . . . . .	.100
Graduation Fee . . . . .	.50
Extra Transcript (one given free) . . . . .	.3
Returned checks (per check) . . . . .	.15
Auto Registration and parking (per year) . . . . .	.20
Schedule change . . . . .	.5

SPECIAL MUSIC FEES

Applied Lessons (per credit hour)	\$100
Accompanist Fee (per semester)	100
Instrument Rental	52

ITEMIZED SEMESTER EXPENSES FOR PART-TIME STUDENTS

Semester hour	\$255
Registration	10
Late Registration	10
I.D. Fee	2
Optional:	
Health Fee (per semester)	20
Student Activity Fee	20
Yearbook Fee	40

SUMMER SCHOOL

Basic Fee (for graduate students who are taking 12 hours) \$3,059
This includes the combination of courses in the three summer sessions.

Note: Graduate students who, for reasons of personal enrichment or remediation, choose to enroll in undergraduate courses outside the parameters listed in "Course Offerings" will pay according to the undergraduate catalog.

Tuition per semester hour	255
Registration Fee	10
Room	320 per term
Board	370 per term

SETTLEMENT OF ACCOUNTS

Where possible, students should be prepared to pay full-semester charges on or before registration. All students are required to pay at least one-third down on or before registration.

Students who are unable to pay their accounts in full must either borrow the necessary funds or subscribe to the university's deferred-payment plan. Students who anticipate difficulty paying the full charges within the semester are encouraged to make advance arrangements for borrowing the needed funds.

Persons needing to borrow funds should apply for a Stafford Loan through the Financial Aid office. The university also offers Visa and MasterCard services by which students may pay on their accounts.

Accounts must be paid before final examinations are taken. No student will be allowed to graduate, receive a diploma or transcripts until his/her account is paid in full.

DEFERRED-PAYMENT PLAN

Full-time, on-campus students desiring to participate in the university's deferred-payment plan are required to make a down payment of \$1,700 at the time of registration. The balance of the semester's charges is to be paid in three equal payments. Off-campus and part-time students are required to pay approximately one-third of the total charges at the time of registration and the balance of the semester's charges in three equal monthly payments.

The same financial requirements apply to veterans and others where money is not sent directly to the university. In all cases, when the student does not have the down payment, a commitment letter is required from those underwriting the student's account.

FALL SEMESTER

- First payment by September 15
- Second payment by October 15
- Final payment by November 15

SPRING SEMESTER

- First payment by February 15
- Second payment by March 15
- Final payment by April 15

If payment is not made on or before the due date, a \$15 fee will be assessed.

DEFERRED PAYMENT PLAN FOR SUMMER SCHOOL

Ordinarily students are required to pay the full charges for the summer sessions at registration. However, those unable to pay the full amount may defer up to 50% of the charges for a maximum of 30 days. Students who do not register for all sessions at the time of the first registration must pay an additional registration fee of \$10.00 for each session.

REFUND POLICY

No reduction of charges will be granted unless application is made within two weeks of any change in program or departure of the student. Students who withdraw from the university after the fifth week of classes will receive no adjustment on tuition and fees. Those students whose studies are interrupted by the university for disciplinary reasons will receive no adjustment on tuition and fees after the fifth week of classes. Room-and-board charges will be prorated from the date of withdrawal.

If a student withdraws during a semester and requests a refund of advanced payment, the following rules will determine the amount of adjustment provided the student withdraws formally through the Office of the Vice President for Student Life.

1. Room and board will be adjusted by the full amount unused to date of withdrawal.
2. Tuition and fees, with the exception of matriculation and registration, will be adjusted on the following percentages:

During the first two weeks of semester . . . . .	.80%
During third week of semester . . . . .	.60%
During fourth week of semester . . . . .	.40%
During fifth week of semester . . . . .	.20%
After the fifth week of semester	no adjustments

3. No person who registers as a full-time student and later drops to part-time classification will be entitled to an adjustment or prorated tuition after the fifth week.

REFUND POLICY FOR SUMMER SCHOOL

1. Withdrawals during the first week of classes will receive 50% credit on tuition. There is no refund after the first week.
2. There is no refund for the Registration Fee or Late Registration Fee. Refund for room and board will be prorated by the day.
3. Students who register for more than one term and officially withdraw prior to the first day of class of a later term will receive full refund for the later term.

GROUP DISCOUNT FOR EMPLOYER-ASSISTED ENROLLMENTS

Any organization with three or more employees concurrently enrolled in Lee University graduate courses with employer contributions toward tuition expenses will be eligible for a discount of 25% of the tuition for that semester.

STAFFORD LOANS

Eligibility for financial aid is determined by filing the Free Application for Federal Student Aid (FAFSA) through the Federal Processor. The Lee University Application for Financial Aid should be completed and submitted to the Financial Aid Office. Both applications are available in the Financial Aid Office.

Graduate students are eligible to apply for Stafford Loans. Maximum annual loan amounts are indicated below:

Subsidized Stafford \$8,500

Unsubsidized Stafford 10,000

These amounts will be subject to the student's filing for federal aid, showing eligibility for loans based on income and cost of attendance for school. Students may or may not be eligible for the maximum possible award based on these criteria.

LIFETIME LEARNING CREDITS

A family may claim a 20% tax credit for the first \$5,000 of tuition and fees paid each year through 2002, and thereafter 20% of the first \$10,000. This credit may be claimed for any number of years, starting July 1, 1998, provided students and taxpayers meet the criteria for each credit. If eligible, this credit can be applied to an individual annual tax return. The program is administered by the Internal Revenue Service. Questions should be addressed to a local IRS representative.

GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS

Assistantships and scholarships are available for full-time and part-time graduate students. Assistantship information can be obtained from the Director of the Graduate Program in each area of study.

EMPLOYMENT

Off-campus employment opportunities are available to graduate students through the Career Planning and Placement office located on the third floor of the Watkins Building.



STUDENT LIFE

RESIDENTIAL LIFE

Lee University has a Residential Life program that exists to meet the housing needs of graduate students who desire this service. On-campus housing may be provided for graduate students who send their housing application and deposit of \$100 in before July 1 of each year. Space will be granted according to availability. Married/family housing is available but limited.

All graduate students are expected to abide by all rules and regulations governing residential life as established by the Student Handbook. These include regulations regarding care of room, safety concerns, curfew, special services, among others. Graduate students interested in securing on-campus housing should go by the Office of Residential Life, third floor of Higginbotham Administration Building, and secure and sign a copy of Residential Life rules and regulations.

COUNSELING, TESTING, AND CAREER EXPLORATION

Lee University's Counseling, Testing and Career Exploration Center is located on the third floor of the Higginbotham Administration Building.

COUNSELING

A professional staff with training and experience offers counseling for a wide variety of needs for graduate students and their families. Counseling is by appointment and is confidential. For issues of a more serious nature, students may be referred to an off-campus agency.

TESTING

The Office of Counseling, Testing and Career Exploration coordinates a testing program designed to assist students in learning more about themselves. Individual testing for purposes of counseling is also available in the Counseling Center.

This office serves as a national testing center for the ACT and MAT. Registration materials are also available for other national tests including the GRE, MCAT, GMAT, PPST, and NTE. Personality and career testing is also administered by request.

CAREER EXPLORATION

This office will assist graduate students in career endeavors by offering seminars, interest inventories and individual counseling. Master's degree candidates may activate a personal file with reference letters, copies of transcripts and a resume to be used in their job search.

Students who desire to work while attending classes may want to visit the computerized "Job Board" which lists part-time as well as full-time positions in the local area.

CHAPEL

Although graduate students are not required to attend chapel services, they are invited to participate. Chapel is held in the Conn Center on Tuesday and Thursday mornings from 10:30 to 11:30 and on Sunday evenings at 6:00. Spiritual life counseling is also available in the Campus Pastor's office.

LIFESTYLE EXPECTATIONS

Graduate students will be expected to adhere to all rules and policies of Lee University while on campus. Every student is provided a copy of the Student Handbook at registration and is encouraged to read it thoroughly.

Lee University is a smoke-free, alcohol-free, drug-free campus. Graduate students are expected to respect campus norms.

Sexual harassment, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature will not be tolerated on campus. Students who are subjected to harassment should promptly contact the Vice President for Student Life.

Questions regarding student lifestyle expectations can be directed to the Associate Dean of Students. This office is located on the third floor of the Higginbotham Administration Building.

ATHLETICS

Graduate students are invited to attend intercollegiate athletic activities. Varsity teams compete in men's and women's basketball, tennis, soccer and cross country; women's softball and volleyball; and men's golf and baseball. Students interested in participating in

intercollegiate athletics should contact the university's Athletic Director to verify eligibility.

RECREATION AND FITNESS

The DeVos Student Recreation Center offers a wide range of equipment and activities from treadmills and weights to racquetball and billiards. Graduate students have full use of the facility and its services with a minimal additional fee for some features such as lockers and supplies. Immediate family members (i.e., spouses and children of graduate students) may purchase memberships by the semester or calendar year. Fees for adults are \$25 per semester or \$40 per year. Children are \$10 per semester or \$20 per year. Membership includes full use of the facilities and the same privileges as students. Children under the age of 16 must have adult supervision at all times. The DeVos Student Recreation Center is not appropriate for pre-school age children. Participants must present a valid ID at the reception desk prior to use of facilities.

COMMUTER SERVICES

Non-residence students may get assistance from the Commuter Services Office located at 324 Higginbotham Administration Building. This office will assist in locating apartments and roommates for interested graduate students. This office also provides other services to all "nontraditional" students on campus.

INTRAMURALS

Graduate students and their spouses may participate in intramural contests by paying the Intramural Activity Fee and registering for the events of their choice. The fee must be paid each semester they wish to compete. Intramurals include basketball, softball, racquetball, football, table tennis, billiards, bowling, pickleball, etc.

HEALTH CLINIC

Lee University maintains a Health Clinic which provides a variety of medical services including certain lab tests and medicines. Students are treated by a registered nurse, campus or local physician or taken to the emergency room. The Health Clinic fee is mandatory for full-time students and optional for part-time.

The primary objective of the Health Clinic is to give first aid and medical treatment. No student is refused treatment, and all

information is confidential. There are no inpatient beds or isolation facilities available on campus. Students with communicable diseases are assisted in making arrangements to return home to recover.

Students with health-related problems requiring ongoing care are strongly encouraged to contact the Director of the Health Clinic prior to registration so arrangements can be made for medical supervision.

The Health Clinic is located in the house on the north end of the Sharp Pedestrian Mall directly across from the Behavioral and Social Sciences Building and DeVos Tennis Center.

CAMPUS SAFETY

All graduate students are required to have a valid Student ID made each school year, and must present this ID to any campus safety officer upon request. Additionally, all motor-driven vehicles must be registered with the Campus Safety office located on the third floor of the Higginbotham Administration Building. Student vehicles are assigned to an off-the-street parking area but are not assigned specific parking spaces. Parking is on a first-come, first-served basis. Automobiles parked illegally will be ticketed and in some cases "booted" or towed at the owner's expense.

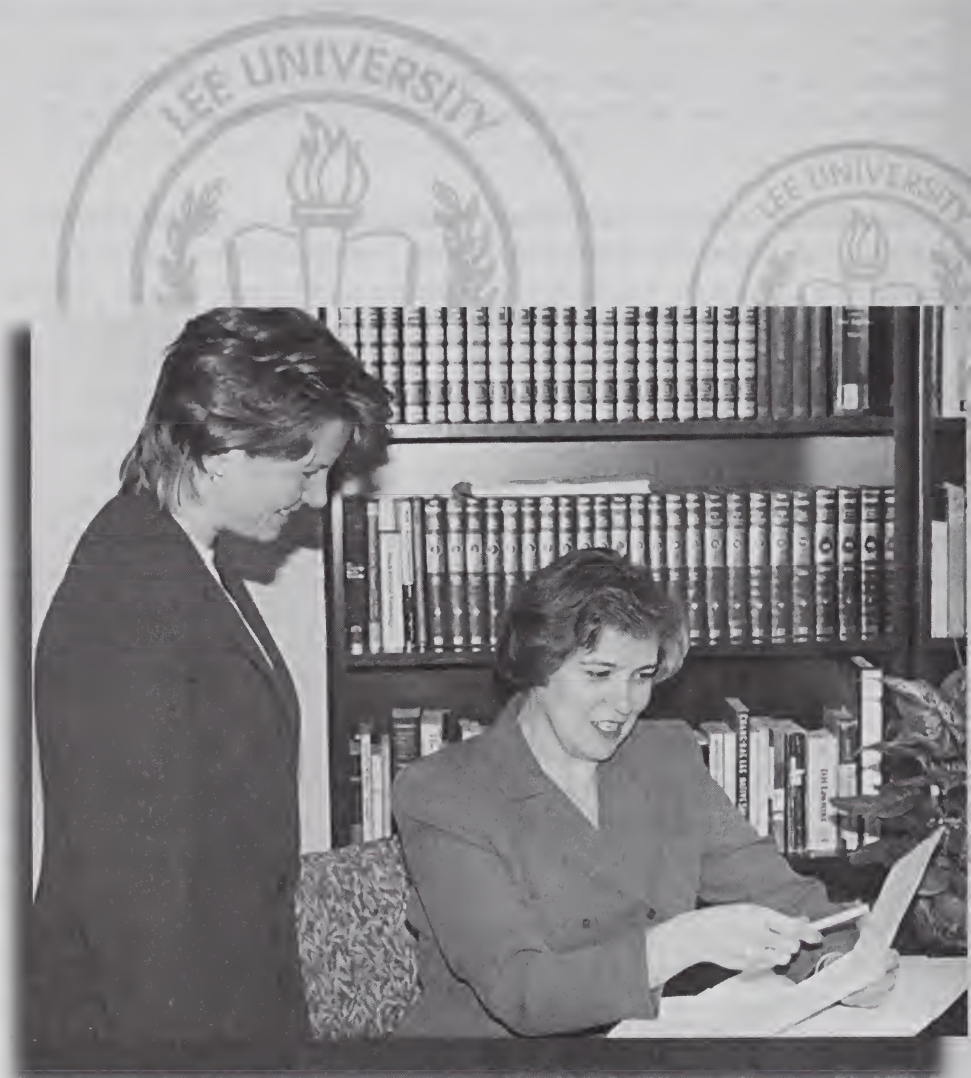
STUDENT GRIEVANCES AND APPEALS

Lee University is committed to a policy of responsiveness to students who express that actions and decisions of university personnel are inappropriate and detrimental.

A student grievance or complaint should be discussed with the university employee responsible for the specific decision or having authority for the condition in the institution giving rise to the complaint. If the discussion does not resolve the issue, the student should submit a signed written complaint stating the facts as perceived and the requested action or change of decision. The written complaint may be submitted to the original employee and/or to the employee's supervisor. Each supervisor is committed to assist in resolving problems and complaints in accordance with professional standards. The standards include respect for differences in viewpoint; protection of the right of students to seek clarification of policy or changes in policy; and delivery of satisfactory service in accordance with stated program objectives.

Students are expected to demonstrate appropriate respect in both oral and written complaints. When a member of the faculty, administration, or staff renders a decision that is in accordance with institutional policy, the student should recognize that an appeal for exceptions to policy and recommendations for changes in policy involve privileges that usually exceed the authority of a given employee.

Graduate students should seek resolution of complaints with the director of their respective graduate program. If a satisfactory resolution cannot be reached, the student may appeal to the program director's supervisor or to an appropriate university vice president.



ACADEMIC POLICIES

COURSE NUMBERING SYSTEM

Graduate courses are identified by a departmental abbreviation followed by a three digit 500-level course number.

STUDY LOAD

To be classified as a full-time graduate student, one must be enrolled in at least nine hours per semester. Maximum graduate enrollment is 12 hours per semester. Students enrolled in summer sessions may take a maximum of six hours per session. For sessions shorter than four weeks, the maximum load is four hours.

AUDITING

A qualified student may apply for permission to audit a class. The student must meet the regular university entrance requirements and pay the audit fee per credit hour. Students may not change their audit classification to obtain credit after the last date to register. Students may not change from credit to audit after the last day to register. Such a change to audit would not entail a refund.

TRANSFER CREDIT

Lee will allow up to six semester credit hours of a program to be comprised of transfer credit from a regionally accredited graduate program, when the grade received is a "B" or better. The individual program committee must approve application of transfer credits.

GRADING

The Lee University graduate programs will use the following system of grading and quality points for all graduate level courses. These letter grades are assigned grade point values as follows:

A	Excellent	.....	4.0 quality points
A-	Excellent	.....	3.7 quality points
B+	Good	.....	3.3 quality points
B	Good	.....	3.0 quality points
B-	Good	.....	2.7 quality points
C+	Passing	.....	2.3 quality points
C	Passing	.....	2.0 quality points
F	Failing	.....	.0 quality points
I	Indicates the student's work was incomplete		
P	Passing	.....	Credit (no quality points)
S	Satisfactory progress, no credit		
W	Student officially withdrew from the class without penalty		

A grade of "I" will become an "F" if the student's work is not completed by the end of the following semester or unless a written extension has been approved by the Dean or the Vice President for Academic Affairs. The "I" may be awarded only in rare cases involving extenuating circumstances.

A grade of "W" (withdrawal) is assigned to a student who, for any reason, officially withdraws or is withdrawn by the official semester date. This "W" is assigned without quality point penalty to the student.

ACADEMIC PROBATION AND DISQUALIFICATION

Satisfactory progress toward the degree is required. A student may be disqualified from further graduate work if a 3.0 grade-point average is not maintained. In the event that the grade-point average drops below the minimum level, the student may be given one enrollment period to raise it to the satisfactory level.

TIME LIMITS

Course work completed more than 10 years prior to admission is not accepted toward meeting degree requirements. The student has a maximum of six years from the date of admission to degree standing (and registration for course work) in which to complete the requirements for the master's degree. Please refer to specific program sections within the catalog for detailed policies.

WITHDRAWING FROM THE UNIVERSITY

Students may withdraw from the university at any time beginning the first day of classes until the final day of classes for the semester. Withdrawals will not be processed after final exams have begun. Following is the procedure:

1. Students wishing to withdraw from the university must make an official request to do so to the graduate program director. The student must also complete an exit interview in the Student Financial Aid Office and will be given a form indicating the exit interview has taken place.
2. The Financial Aid Exit Interview form and the student's current University I.D. card must be presented in the Student Life Office. The student will be given a Permission to Withdraw Request form to complete.
3. The Vice President for Student Life must approve the withdrawal request. Upon approval, the Registrar's Office, the Business Office and the residence director will be notified.

Withdrawn students will not be allowed to continue on the meal plan or remain in campus housing and should make arrangements to move immediately upon withdrawal.

Students who withdraw from the university will receive the grade of "W" for all courses.

The Business Office will issue a final statement of the student's account. See the Financial Information section of this catalog for pro rata billing information.

Students who have preregistered and have been early billed but decide not to return to school should contact the Business Office to clear their accounts. No action is required for preregistered students who did not early bill and decide not to return to school.

WITHDRAWAL FROM COURSES

Students may withdraw from a class without grade penalty until the official withdrawal deadline date in the university calendar. The student must secure the appropriate form from the Office of the Registrar and obtain an approval signature from the professor. The student will receive a "W" grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially registered will receive an 'F' in that course if accepted procedures for withdrawal are not followed.

RELEASE OF TRANSCRIPTS

Transcripts of Lee University course work are available approximately four weeks after the completion of courses. Requests must be made in writing and should include the following information: the last semester attended, where the transcript is to be sent, date of graduation (if applicable), social security number, and signature. A Lee University Transcript Request form is available for the student's convenience. A \$3 per copy fee applies. Transcripts, diplomas, and/or verifications of degrees will not be released until all the student's financial obligations to the university are met.

CONFIDENTIALITY OF STUDENT RECORDS

In accordance with the Family Educational Rights and Privacy Act of 1974, Lee University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the university unless the student waives the right. The law further ensures

that records cannot be released except in emergency situations without the written consent of the student other than the following:

1. to other school officials, including faculty within the educational institution who have legitimate educational interest;
2. to officials of other schools in which the student intends to enroll, upon condition that the student be notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record;
3. to authorized representatives of (1) the Comptroller General of the United States, (2) the Secretary, (3) an administrative head of an educational agency, or (4) state educational authorities;
4. in connection with a student's application for, and receipt of, financial aid; and
5. in cases of information classified as "directory information." The following categories of information have been designated by the university as directory information: name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended by the student. If the student does not wish such information released without consent, the student should notify the Office of Student Records prior to the first day of classes each semester.

Questions concerning this law and the university's policy concerning release of academic information may be directed to the Director of Student Records.

PROJECT/THESIS STATEMENT

Once the master's candidate has completed all required course work, registration is required each succeeding semester toward the completion of the final project. During the semester(s) that this occurs, enrollment will be in the graduate course entitled "Final Project Extension" for which no credit will be awarded. This course will not count toward the student's graduate program requirements but will rather continue active status as a graduate student. The cost of the course is equal to one graduate credit hour.

Each graduate program has specific Final Project and Thesis requirements. A copy of these requirements may be obtained from the graduate program directors.

THESIS BINDING FEE

The thesis binding fee is \$10 per copy. Graduate students are to make copies of the thesis for each of the following: the student's graduate committee chair, the Dean and the Squires Library. The student may also make a total of three extra copies for personal use. Graduates in the church music program must make one additional copy for the Music Resource Center.



COLLEGE OF ARTS AND SCIENCES

MASTER OF LIBERAL ARTS

MASTER OF SCIENCE IN
COUNSELING PSYCHOLOGY

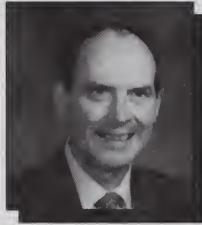


Dewayne Thompson, D.B.A.
Dean of College of Arts and Sciences

LIBERAL ARTS GRADUATE FACULTY



Robert Barnett, Ph.D.



Donald Bowdle, Ph.D.



Christopher Coulter, Ph.D.



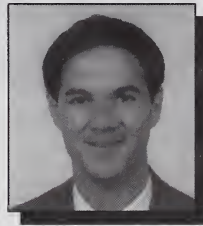
Terry Cross, Ph.D.



Carolyn Dirksen, Ph.D.



Evaline Echols, Ph.D.



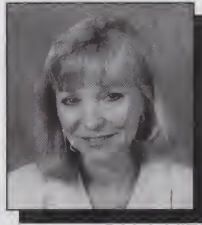
Daniel Hoffman, Ph.D.



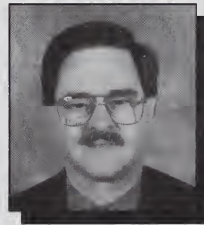
Joel Kailing, Ph.D.



Ollie Lee, Ph.D.



Karen Mundy, Ph.D.



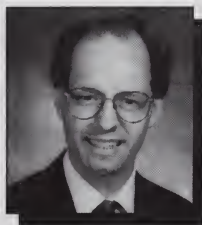
David Roebuck, Ph.D.



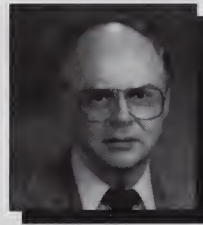
William Simmons, Ph.D.



Donna Summerlin, Ph.D.



Phillip Thomas, Ph.D.



Sabord Woods, Ph.D.

MASTER OF LIBERAL ARTS

STATEMENT OF PURPOSE

The Master of Liberal Arts program (MLA) is designed especially for broad, interdisciplinary study of many areas in the humanities and social sciences at the graduate level. The coursework of this program explores the most significant works of our culture (in its broadest sense) in classes with group discussions led by teachers experienced in research and wider applications of cultural value. This program plays to the strengths of the individual student in providing solid foundational courses, as well as eclectic ones, in liberal arts applications that lead to a final project or thesis tailored to a student's interests. Each student will be assisted by thesis advisors particularly adept in the area of the student's choice. The program serves current professionals, pre-professional students with a desire to pursue intellectual goals, and life-long learners who like to work at their own pace. There are options for both part-time or full-time study primarily in a range of evening offerings. All courses are writing intensive and include current readings. Flexibility for student choice and topics of intellectual breadth are the hallmarks of the program.

PROGRAM AFFILIATION AND BRIEF HISTORY

Lee University is an associate member of a national organization that approves and provides consultants to master's programs with interdisciplinary course content at colleges and universities called the Association of Graduate Liberal Studies Programs (AGLSP). The programs date from the concept origination at Wesleyan University in 1952. The Association was founded in 1975, and there is considerable momentum still with over a hundred similar programs currently offered. Programs are known under various names, including the Master of Liberal Arts. But they have a shared purpose: to serve the type of students who want to develop broad intellectual interests with like-minded adults. The MLA program has the distinction of being offered from the Christian perspective with ideas from all arenas of life treated seriously and analytically. The heart of the program is that the student develops skills in critical thinking and expression that will enable him or her to contribute to the great on-going dialogue about meaning in the cultural life of our time.

MLA PROGRAM CONCEPT AND OPTIONS

The MLA program consists of thirty-six hours of master's level coursework (designated by the 500s in the *Lee University Graduate Catalog*). The hours are divided into three main categories:

1. **Core courses**—four courses required for all students that provide the foundation and models of inquiry possible in the MLA scope.
2. **Electives**—courses chosen from among various interdisciplinary and discipline-specific courses.
3. **Thesis or Final Project**—this will take the form of either analytical or professional-level contributions to knowledge. The final project, if of a creative or planning model, must have a critical essay introduction or prefatory chapter included as part of the whole work. All courses offered by MLA faculty were created especially for the program. In the case of a few electives, though, some courses are cross-listed with other master's level programs.

REQUIRED CORE COURSES

- MLA 501 — Approaches to the Great Questions:
An Introduction to the Liberal Arts
- MLA 502 — Introduction to Graduate Research
- MLA 503 — Ideas That Changed the World
- MLA 504 — Christian Perspectives on Modernity

ELECTIVE COURSES

Electives are interdisciplinary courses with various topics. Students must take 18-21 hours of electives in the MLA program. For the thesis option 18 hours are required; and for the final project option 21 hours are required. The difference in the two is not meant as a value of those options alone, simply as a guide to the amount of course work required to do credible work in either. Presumably, the final project will be a work requiring less research than inventiveness on the part of the student; thus the difference in credit hours awarded. The electives are offered from a wide variety of fields, but students may specialize, if they choose, in **Literature, Religion/Philosophy, History, or Organizational Leadership**. A student may take up to two electives before taking a core course. However, all students are advised to take MLA 501 and MLA 502 as their first courses if entering in the fall semester. At least one core course must be taken each semester until they are completed. Full-time students may take two core courses each semester along with electives.

THESIS OR FINAL PROJECT

The student will write a thesis or conduct a final project under the direction of a committee formed with the approval of the MLA Director. The first stage is a prospectus—or formal outline—of the purpose of the work. The thesis is encouraged for those who want to complete their MLA degree with a written work that will demonstrate sophistication in integrative analysis with an interdisciplinary approach. The length and scope of the thesis will be set by the committee but should be in accord with a reasonably finished work. The thesis is an original contribution to the educated dialogue on a given topic. It should indicate current reading as well as be competent in its execution.

The final project, while submitted in a written form that includes a critical preface or introduction, does not necessarily require analysis on the order of the thesis. It should also entail current research into a topic related to the student's professional interests and should be fully documented in accord with a work of its type, whatever the model or field(s) from which it draws. It might be suggestive of solutions to particular problems, or it might be a model for a new type of system. The committee will have responsibility for setting the parameters of the final project, and at least one member should be familiar with the field from which the topic is chosen.

PROGRAM OF STUDIES OPTIONS

The student pursuing the Master of Liberal Arts may choose one of the following curricular options. The abbreviation in parentheses is the major code kept in the Registrar's Office:

1. **Interdisciplinary Studies (MLAI)—Courses in the class schedule listed as MLA.**

With the assistance of an assigned faculty advisor, the student will design a program of electives, including both those from discipline options and those not belonging in any concentration option. This allows the student the advantage of choosing courses to fit his/her intellectual goals. No more than three courses from any one discipline list may be included in the basic 36-hour MLA program.

2. **History (MLAH)—Courses in the class schedule listed as MLA/HIS.**

The student electing this option may complete a concentration of not less than fifteen and not more than eighteen semester hours in History.

3. **Literature (MLAL)—Courses listed in the class schedule as MLA/LIT.**

The student electing this option may complete a concentration of not less than fifteen and not more than eighteen semester hours in Literature.

4. **Religion/Philosophy (MLAR)—Courses listed in the class schedule as MLA/RPH.**

The student electing this option may complete a concentration of fifteen to eighteen semester hours in approved courses in Religion and Philosophy.

5. **Organizational Leadership (MORL)—Courses listed in the class schedule as MLA/ORL.**

The student electing this option may complete a concentration of fifteen to eighteen semester hours in approved courses in Organizational Leadership.

ORIENTATION

The Director of the program will announce Orientation for Fall and Spring semesters by advertising in the community and in a letter for current students.

PROGRAM OUTCOMES

Each student in the MLA program will demonstrate the following outcomes:

1. Critical thinking applications to emerging concepts and questions arising out of problems posed in reading in the Liberal Arts.
2. Proficiency in understanding and analysis of ideas, cultural mores specific to a historical period, belief systems raised in course work, and graduate-level research methods specific to areas of concentration in the context of exploration, description, and explanation.
3. Understanding of aesthetic concepts underpinning Western culture.

4. An enhanced conversance with several important works in the history and culture of the Western world.
5. An ability to articulate the construction of beliefs and values that are integrated in the cultural life of specific groups.
6. Recognition of the diverse disciplines in the Liberal Arts tradition and identification of how each impacts and influences the others.
7. A deconstructing of traditional "compartmentalization" of disciplines to be replaced by a broader, better integrated knowledge.

ADMISSION REQUIREMENTS

1. **Non-Degree Seeking Status:**

Students interested in the MLA program but undecided about committing to completing the program may apply for the category of non-degree seeking status. The student in this category still must complete some of the steps for Application for Admission (see below) in order to take up to six hours. The applicant must have the following:

- Official Transcript(s) of a bachelor's degree in any liberal arts field/major from (an) accredited undergraduate institution(s), including study abroad or distance learning experience. This must be reviewed by the Director and/or MLA Committee before start of classes in the semester the application indicates.
- Minimum 3.0 grade point average on a 4.0 scale, or special approval of the MLA Graduate committee in cases where there has been subsequent significant involvement in a professional category or evidence of a substantial intellectual pursuit beyond the bachelor's degree.
- Completion of an interview with the Director of the Master of Liberal Arts program.
- Submission of a \$25 non-refundable application fee at the time the form is completed.
- Measles immunization verification for all applicants born after January 1, 1957.

2. Degree-Seeking Status—Part-Time or Full-Time:

For declaring one's intention to enter the degree program as a candidate, the following must be submitted:

- Official Transcript(s) of a bachelor's degree in any liberal arts field/major from (an) accredited undergraduate institution(s), including study abroad experience. This must be reviewed by the Director and/or MLA Committee before start of classes in semester the application indicates.
- Minimum 3.0 grade point average on a 4.0 scale, or special approval of the MLA Graduate committee in cases where there has been subsequent significant involvement in a professional category or evidence of a substantial intellectual pursuit beyond the bachelor's degree.
- Completion of an interview with the Director of the Master of Liberal Arts program.
- Submission of a \$25 non-refundable application fee at the time the form is completed.
- Completion of the full Application for Admission form, which includes a 300-word essay in Standard Written English on the topic of one's personal goals for pursuing the MLA degree.
- Submission of scores on either the Graduate Record Examination (GRE) aptitude test (analytical and verbal) or the Miller Analogies Test (MAT), or the Graduate Management Admissions Test (GMAT) within the last seven years. This test requirement may be waived for applicants who have held the baccalaureate degree more than seven years at the Director's discretion.
- Written recommendations from two professional relationships: one should be a former professor or instructor from the college level, and one may be a mentor or supervisor from a professional work place. If desired, both recommendations may be from professors or instructors.
- Measles immunization verification for all applicants born after January 1, 1957.

FINANCIAL AID FOR MLA

In addition to being approved for regular Federal Financial Aid programs, the MLA offers two other institutional possibilities:

1. **Scholarships**—Every academic year the MLA will offer two competitive scholarships at half tuition for the full-time student (9 hour/semester minimum) at an approximate value of \$3,000 currently. These competitive awards will be based on the student's background, including GPA for all undergraduate work; recommendations; scores on the GRE or MAT, or GMAT and quality in a writing sample. The application deadline for Fall 1998 will be August 6 for those wanting primary consideration for Fall scholarships, by January 6 for Spring semester. Students can expect to hear by the week of classes about assignment of scholarships.
2. **Employer Incentive Program**—Any organization with at least three employees concurrently enrolled in a semester in the MLA will receive a 25% discount on tuition for each. This applies to students enrolled part-time or full-time. Students must maintain a B average for all course work in order to be eligible for subsequent tuition discounts.

TRANSFER CREDITS

Only graduate courses taken in liberal arts fields with grades of B or above, and completed within seven years before enrolling in the MLA program, may be transferred. A maximum of six semester hours may be transferred. Students admitted to degree-seeking status in the program may request acceptance of transfer credits from the Director.

CHANGING FROM NON-DEGREE SEEKING TO DEGREE-SEEKING STATUS

Those students admitted to the program as non-degree seeking students and who desire to be fully admitted into the program will come under review after the trial semester. A performance of B or better in attempted coursework is the necessary requirement to be considered. The Director will take the decision to the MLA Committee and get back to the student in enough time to register and make plans for the next semester. The Director will notify a student by a letter of the decision reached. No other paperwork need be submitted by the student at this stage.

COMPLETION REQUIREMENTS

Listed below are the completion requirements and options in the program. All hours are semester hours. The following is the essential outline of the program. A full course description list comes later in the catalog.

<u>Thesis option:</u>		<u>Hours</u>
4 Core Courses	=	10
5-6 Elective Courses	=	15-18
1-2 Free Electives	=	3-6
Thesis Hours	=	06

OR:

<u>Non-Thesis/Final Project Option:</u>		
4 Core Courses	=	10
5-6 Elective Courses	=	15-18
2-3 Free Electives	=	5-8
Final Project Hours	=	03

Total program hours		
For both options	=	36

This total includes the thesis or final project, all core courses, and all chosen electives. The minimum hours in any discipline track is fifteen hours and the maximum hours in any discipline elective is eighteen hours. The rest of the electives may be from another track or another master's program at Lee. Also, upper-division modern foreign language courses in 400-level foreign language literature classes may be taken with the approval of the MLA Director and the Chair of the Language Arts department. Oral and written proficiency in the course target language must be demonstrated, and appropriate college-level coursework and specific course prerequisites taken at the college level in order to sign up for the foreign language literature courses.

SPECIFIC COMPLETION PROCEDURES

1. The student should begin working toward a thesis topic while taking courses. Once a student has mapped an area of interest, then the research completed for a course should go toward the thesis area.
2. All elective courses and core courses must be completed before a student can petition the Director for the formation of a committee for a thesis or final project. However, the student may petition the MLA Graduate Committee to pursue both the

completion of the last elective and submission of a prospectus for a thesis or final project topic in the same semester. The student will work with the MLA Director to identify a faculty member to chair the committee. The MLA Director and the committee chair must choose the other committee members who can best guide the student's progress.

3. The student will submit the completed thesis or final project to the committee for approval. The thesis or final project must meet the specifications of the graduate faculty before approval and acceptance. This might require re-enrolling for another semester of thesis hours if the semester deadline for graduation has not been met.
4. A student in the program has six years from admission to the degree program to complete all requirements.

PROGRAM TOTAL BY HOURS**Required Core Courses****Fall semester every year**

MLA 501	Approaches to the Great Questions: Introduction to the Liberal Arts	Three Hours
MLA 502	Introduction to Graduate Research	One Hour

Spring semester every year

MLA 503	Ideas That Changed The World	Three Hours
MLA 504	Christian Perspectives on Modernity	Three Hours
	Total	Ten Hours

Elective Courses

The student will choose 20-23 hours of electives, with some electives beyond the emphasis, including the following offerings and other courses to be listed in the next catalog:

MLA 510	The Good Society	Two Hours
MLA 511	Philosophical Reflections of the Modern Self	Three Hours
MLA 512	American Identity in Text and Image	Three Hours
MLA 513	Speaking With Strangers	Three Hours
MLA 514	Augustine: Sex, Sin, and Salvation	Three Hours
MLA 515	Gnosticism and the New Age Movement	Three Hours
MLA 516	The Rise and Fall of Superpowers	Three Hours
MLA 517	History of the Bible from Reformation to Present	Three Hours
MLA 518	Morality, Insight, and Character: Dilemmas In Contemporary Ethics	Three Hours
MLA 519	Women, Religion, and Culture	Three Hours
MLA 520	Seminar in Angelic/ Demonic Themes	Three Hours
MLA 521	Christian Thought and Experience in Seventeenth-Century English Verse	Three Hours
MLA 522	Crisis and Identity in T.S. Eliot's Works	Three Hours
MLA 525	Shakespeare's Tragic Vision	Three Hours
MLA 528	Mystery Fiction: Art, Craft, Business	Three Hours
MLA 530	Seminar in Appalachian Lit and Culture	Three Hours

MLA 540	Foundations for Contemporary Leadership	Three Hours
MLA 541	Morality, Insight, and Character: Dilemmas In Contemporary Ethics	Three Hours
MLA 542	Psychology of Leadership	Three Hours
MLA 560	Communication and Leadership in Organizations	Three Hours
MLA 570	Values and Ethics in Leadership	Three Hours
MLA 579	Studies in Organizational Leadership	Two Hours
MLA 589	Independent Study in MLA	One to Three Hours
Total		20-23 Hours

Required Thesis/Final Project

MLA 590	Thesis	Six Hours
OR		
MLA 595	Final Project	Three Hours
Total		36 Hours

COURSE DESCRIPTIONS

MLA 501. INTRODUCTION TO THE LIBERAL ARTS: APPROACHES TO THE GREAT QUESTIONS **Three hours credit**

This course is the foundation for study in the Master of Liberal Arts program. This course introduces students to the great questions in the Western philosophical heritage. It will examine the nature and purpose of interdisciplinary study, the history of the liberal arts, and the significant issues in the Western philosophical tradition.

MLA 502. INTRODUCTION TO GRADUATE RESEARCH **One hour credit**

This course is designed to introduce students to methodologies, materials, and purposes appropriate to graduate-level research. Students will master the documentation style of Turabian, which is the required format of all MLA graduate courses. The instructor will conduct practical workshops in research through electronic sources and journal articles. This course is required for all students entering in a fall semester.

MLA 503. IDEAS THAT CHANGED THE WORLD Three hours credit

A study of selected ideas, philosophies, and worldviews that have significantly changed history and society from pre-modern to post-modern times.

**MLA 504. CHRISTIAN PERSPECTIVES Three hours credit
ON MODERNITY**

This course explores how the formation of modernity—in its social, political, economic, philosophical, and religious components—and the adherence to a Christian worldview shape thought and belief in society.

MLA/INT 510. THE GOOD SOCIETY Two hours credit

This course is designed to explore alternative visions of the ideal society and contrast them with the American experience. The course seeks to challenge students to construct a model of the social order to which they may commit their intellectual, social, and spiritual resources in the twenty-first century. The main focus of this course will be the relationship between twentieth-century culture and the structure of contemporary social reality.

**MLA/RPH 511. PHILOSOPHICAL REFLECTIONS Three hours credit
OF THE MODERN SELF**

This course will address the philosophical underpinnings of the modern self. Martin Heidegger's philosophy, together with its special analysis of human existence, will serve as the conceptual framework for approaching the subject. The manner in which this approach influenced contemporary understandings of God and the interpretation of the Bible will also be noted.

**MLA/HIS 512. AMERICAN IDENTITY IN Three hours credit
TEXT AND IMAGE**

This course is the study of the development of what many believe to be the unique American identity. We will study how that image is both created by and reflected in history, media, literature, art, architecture, fashion, government policy, religion, and politics. It will begin with the creation of the frontier myth and include several "constructions" of identity to the present.

**MLA/RPH 513. SPEAKING WITH STRANGERS: Three hours credit
THE CHALLENGE OF RELIGIOUS
PLURALISM IN CONTEMPORARY SOCIETY**

A study of basic philosophical worldviews provides the foundation for a survey of major religions and religious systems which are most relevant to contemporary American society. Theoretical perspectives drawn from the field of intercultural communication are then utilized to develop models of possible response to the challenges and opportunities of today's climate of religious pluralism. The resulting range of possible interactions (such as "dialogue" or "conversion") are then evaluated from the standpoint of evangelical, biblical Christianity.

MLA/HIS/RPH 514. AUGUSTINE: SEX, SIN, AND SALVATION **Three hours credit**

A study of the life and work of Augustine with a special emphasis on his teachings about women, sex, and concupiscence, "just" war, election, the sacraments, the church, grace and salvation, and the nature of history based on numerous selections from translations of Augustine's own writings.

MLA/HIS/RPH 515. GNOSTICISM AND THE NEW AGE MOVEMENT **Three hours credit**

This course will seek to acquaint students with the people, events, doctrines, and practices of various early Gnostic groups and to explore the subsequent influence of Gnostic teachings on Western society and culture.

MLA/HIS 516. THE RISE AND FALL OF SUPERPOWERS **Three hours credit**

This class will trace the idea of a dominant world power through history to the present day exploring the factors that make a country a world power and even a super power. There will be special emphasis given to the present day world system and the possibilities of the emergence of future superpowers.

MLA/HIS/RPH 517. HISTORY OF THE BIBLE: REFORMATION TO PRESENT **Three hours credit**

An historical study of the text, canon, transmission, translation, and criticism of the Bible from the Reformation to the present with a special emphasis on the history of the English Bible.

MLA/RPH 518. MORALITY, INSIGHT, AND CHARACTER: DILEMMAS IN CONTEMPORARY ETHICS **Three hours credit**

This course offers a survey and analysis of the current dilemmas in philosophical ethics relating to the issue of the development of morality in human beings. It will survey the twentieth century development of ethical theory in order to offer a background to the current problems. The works of contemporary philosophers will be examined in relation to the origin of a "moral sense" and the role of insight in moral decisions; in addition, the concept of character as it relates to the problem of moral development will also be considered.

MLA/HIS/RPH 519. WOMEN, RELIGION, AND CULTURE **Three Hours Credit**

An historical and sociological look at the influence of religion and culture in determining the roles of women in church and society with particular attention to expressive and reform movements that emphasize the Holy Spirit and to female patterns of leadership.

MLA/LIT 520. SEMINAR: ANGELIC/ DEMONIC THEMES IN 20TH-CENTURY LITERATURE AND ART **Three hours credit**

This course explores an integrated approach to the humanities through the theme of supernatural conflict as represented in significant works of the twentieth century, including art, music, theology, philosophy, and literature.

MLA/LIT 521. CHRISTIAN THOUGHT AND EXPERIENCE IN SEVENTEENTH-CENTURY ENGLISH VERSE **Three hours credit**

An exploration of interrelationships among theologies current in England in the seventeenth century and English poems of that era, particularly devotional poetry, with emphasis on reading, research, and oral discussion.

MLA/LIT 522. CRISIS AND IDENTITY IN T. S. ELIOT'S WORKS **Three hours credit**

A study of selected Eliot works in the major genres of poetry, drama, and critical essay from the perspective of his 1927 Christian conversion and his immense influence on Anglo-American (even worldwide) literature in the first half of the twentieth century.

MLA/LIT 525. SHAKESPEARE'S TRAGIC VISION **Three hours credit**

Close readings of selected Shakespeare tragedies with attention to classical and Renaissance influences, cultural backgrounds, various critical approaches, and diversities of performance histories.

MLA/LIT 528. MYSTERY FICTION: ART, CRAFT, BUSINESS **Three hours credit**

This course surveys some of the great mystery fiction from Edgar Allan Poe to recently published work. The classic mystery has claims on the sensibilities of literary people because it continues the narrative story-telling form given up by serious artists in other genres. Only the main genre of the suspense-mystery will be included in this course as it omits much of the violence and gratuitous display of the other subgenres like the psychological thriller, hard boiled, and police procedural. The writing craft as business will also be explored.

MLA/LIT 530. SEMINAR: OUR APPALACHIAN HERITAGE -- LITERATURE AND CULTURE OF THE SOUTHERN APPALACHIAN REGION **Three hours credit**

This course will provide an overview of Appalachian history and culture, emphasizing the way in which the history of the region has impacted its art, music, and literature, as well as the ways in which the culture of the Appalachian region has significantly affected American culture.

MLA/ORG 540. FOUNDATIONS FOR CONTEMPORARY LEADERSHIP **Three hours credit**

This course introduces students to the literature of leadership and organizational principles, and theory. The course will examine the major historical models for leadership and evaluate the application of these models in different situations and environments. While an introduction to the classical literature is provided, emphasis is given to contemporary leadership theory and application. Students are encouraged to critically analyze contemporary leadership theories and practices from a Christian perspective.

MLA/RPH 541. MORALITY, INSIGHT, AND CHARACTER: DILEMMAS IN CONTEMPORARY ETHICS **Three hours credit**

This course offers a survey and analysis of the current dilemmas in philosophical ethics relating to the issue of the development of morality in human beings. It will survey the twentieth century development of ethical theory in order to offer a background to the current problems. The works of contemporary philosophers will be examined in relation to the origin of a "moral sense" and the role of insight in moral decisions; in addition, the concept of character as it relates to the problem of moral development will also be considered.

MLA/ORL 542. PSYCHOLOGY OF LEADERSHIP **Three credit hours**

An in-depth study of the psychological dimensions of leadership with particular emphasis on effective leadership skills and organizational dynamics. Issues covered include leadership styles, conflict resolution, time management, and the healthy workplace. The various models of leadership will be examined through leadership case studies, and these will be evaluated from the context of a Christian worldview.

MLA/ORL 560. COMMUNICATION AND LEADERSHIP IN ORGANIZATIONS **Three hours credit**

A course on the role of communication in organizational leadership. Examines organizational behavior from the standpoint of historical and contemporary theories along with examples and case studies. Emphasis is placed on the role of communication in the development, maintenance and management of organizational structures.

MLA/ORL 570. VALUES AND ETHICS IN LEADERSHIP **Three hours credit**

This course integrates basic Christian principles with contemporary leadership practices. Emphasis is placed on moral theory and its application to ethical dilemmas leaders experience in a variety of organizational settings such as government organizations, educational institutions, church agencies, non-profit organizations, and for-profit organizations. The course encourages student dialogue via readings, projects, and discussions. Students must

integrate moral theory from a Christian perspective with leadership practices in order to solve recurrent and contemporary ethical problems leaders encounter in modern organizational settings. Prerequisites: Communication and Leadership in Organizations.

MLA/ORL 579. STUDIES IN ORGANIZATIONAL LEADERSHIP **Two hours credit**

This course provides an opportunity for MLA students to pursue a program of reading for both breadth and depth to supplement other courses in the Organizational Leadership emphasis. A program of readings will be developed with a member of the graduate faculty who will assist in guiding the graduate student in identifying resources and in methods for analyzing and presenting a variety of significant works on leadership and organizational systems.

MLA 589. INDEPENDENT STUDY **One to Three hours credit**

An MLA student may take one independent study course as an elective only. The hours awarded are at the Director's discretion and depends on the involvement of the project. No independent study may be substituted for core requirements.

MLA 590. THESIS **Six hours credit**

Students will enroll for semester hours to complete the thesis. The thesis will be an analytical or critical work conceived with the help of the student's graduate committee. Course work and the comprehensive exam must be successfully completed by the semester of enrollment for thesis hours.

MLA 595. FINAL PROJECT **Three hours credit**

The final project will be work equivalent to the thesis, but can take the form of progress already evident in the student's professional goals or coursework and is a logical extension of it. A critical preface or introduction must be included in the work. The research work, therefore, should be largely completed before the semester of enrolling for these hours, and the writing should be completed in one semester in most cases.

THE MLA GRADUATE COMMITTEE

The MLA graduate committee's purpose is to administer the entire program and ensure quality course proposals are admitted to the program by contributing faculty across all departments of the University. The committee considers and recommends curricular changes to the College of Arts and Sciences faculty, approves all policies, sets guidelines for testing and evaluation of the comprehensive exam, assesses effectiveness of the graduate program, serves as the Admissions committee, reviews degree applicant candidacy, and approves applicants for graduation. The following are members of the

1999-2000 MLA Graduate committee: Carolyn Dirksen, Ph.D., Vice President for Academic Affairs; Dewayne Thompson, D.B.A., Dean of College of Arts and Sciences and Chair of the MLA Graduate Committee; Frances Arrington, M.A.L.S., Director of the Squires Library; Terry Cross, Ph.D., Assistant Dean of the School of Religion; Donald Bowdle, Ph.D., Th.D; Robert Barnett, Ph.D.; Christopher Coulter, Ph.D.; Daniel Hoffman, Ph.D.; Phillip Thomas, Ph.D.; Karen Mundy, Ph.D.; and Sabord Woods, Ph.D.



Doyle R. Goff
Director, Counseling Psychology Program

COUNSELING PSYCHOLOGY GRADUATE FACULTY



Donald Bowdle, Ph.D.



Robert Fisher, Ph.D.



Robert Graham, Ph.D.



Trevor Milliron, Ph.D.



Karen Mundy, Ph.D.



Edward Stone, Ph.D.

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

STATEMENT OF PURPOSE

The counseling faculty at Lee University affirms its commitment to counseling as an effective, viable means of assisting individuals and families through normal development, in the prevention of problems, and in coping effectively with personal, social and spiritual problems.

We believe that God exists, that He is the source of all truth, and that He calls us into relationship with Himself and others. The theological paradigm which portrays human nature as created by God, sinfully altered by the fall, and redeemed in Jesus Christ, provides the foundation upon which psychological understanding of human nature is rightfully based. These truths serve to inform counseling theory and practice. Therefore, the major purpose of the Master of Science in Counseling Psychology Program is to train students in the discipline of counseling psychology from a Christian perspective. The program is designed to prepare highly knowledgeable and skilled professional practitioners who have developed Christian character, personal integrity and a healthy personality.

The practice of counseling is based on theory and research information, an understanding of ethical practices, and a set of professional and interpersonal skills. Exposure to conceptual frameworks, research findings and informed practice is the basic curriculum model employed. It is recognized that an interaction of these components is essential.

The counselor, regardless of his/her theoretical stance, functions as a change agent. Effective and positive change is brought about by assisting clients to examine and modify their behavior for more effective living, and by assisting clients to cope with, adjust to, or otherwise negotiate the environments affecting their psychosocial well-being. For optimal change to occur, the counselor must also be sensitive to the spiritual needs of the individual. We believe that the Grace of God and the indwelling of the Holy Spirit are the ultimate experiences through which individuals can achieve wholeness and maturity.

The counseling faculty, while representing diverse views, is in agreement that individual beliefs and theoretical patterns must be fostered in graduate counseling students. Faculty members represent

an array of models and information which they make available to students to help them clarify their own philosophical, theoretical, and practical positions. Special emphasis is given to the enhancement of self-awareness and personal value clarification regarding such issues as the nature of humankind and the meaning of life. Students are continually assisted in the process of maturation in the image of Christ. The opportunity to consider and refine a personal perspective on life is encouraged as an evolving aspect of individual development.

An interdisciplinary approach is espoused in the education of counselors. Truth as revealed in the Bible serves as the foundation for all knowledge. All the social sciences are considered important to the understanding of the complexity of human behavior. Informed eclecticism is encouraged, and the student is assisted in formulating a personal theoretical model which considers sound scientific research and theological insights.

PROGRAM GOALS

The Master of Science in Counseling Psychology degree at Lee University is based upon the following goals which reflect both programmatic and individual needs:

1. To provide a curriculum which contains an appropriate balance between both didactic and experiential learning.
2. To provide a curriculum which reflects faculty expertise and competencies; students' needs for credentialing; and the communities needs for well-trained counselors.
3. To provide students with the opportunity to test out their newly acquired skills in a structured, supervised environment prior to applying these skills in the work world.
4. To provide a comprehensive program which is open to change and revision based upon the changing needs of students, faculty, the institution and society.
5. To provide a comprehensive program that enables students to gain knowledge and experience that will enhance their identity as a professional counselor.
6. To prepare the student for ongoing graduate study in a doctoral program.
7. To provide a program that teaches the theory and practice of counseling in conjunction with application of biblical principles and values.

8. To provide a learning environment which is sensitive to the person and work of the Holy Spirit.

PROGRAM OBJECTIVES

At the end of the master's program, the graduate should have acquired the necessary advanced skills, knowledge, and experience to:

1. Counsel individuals and groups relative to personal issues, social problems, and educational and vocational objectives.
2. Provide individual and group counseling services in a wide variety of community service settings.
3. Conduct counseling or therapeutic interviews to assist individuals in gaining insight into personal problems, in defining goals and to plan actions which reflect their interests, abilities and needs.
4. Provide occupational and educational information to enable individuals to formulate realistic vocational and educational plans.
5. Collect data about individuals through the use of interviews, case histories, psychometric instruments, observational techniques and related methods.
6. Select, administer, and interpret tests designed to assess individuals; and apply the knowledge of statistical analysis in doing so.
7. Evaluate data to identify the causes of problems of individuals and to determine the advisability of counseling or referral to other specialists or institutions.
8. Demonstrate an understanding of special needs populations (e.g., persons in poverty, physical abuse victims, substance abusers, juvenile offenders).
9. Interpret and evaluate research data.
10. Demonstrate a sensitivity to, and an appreciation of, the spiritual needs of individuals.
11. Demonstrate an understanding of the issues and concerns surrounding the integration of Christian faith and counseling theory and practice.
12. Articulate a personal approach to counseling which integrates faith and learning.

13. Discuss the dynamic of the Holy Spirit which is central to the Pentecostal/Charismatic tradition.

PROGRAM OF STUDIES

The Master of Science in Counseling Psychology prepares professionals to work in a wide variety of community agencies such as mental health centers, probation and parole departments, substance abuse centers, residential treatment centers, church related counseling centers, and private practice. The Master of Science degree is also a preparatory degree for doctoral study in Counseling Psychology and Clinical Psychology. Additionally, this degree is the first stage toward licensure as a Professional Counselor.

The program is composed of a minimum of four (4) semesters of approved graduate study. The typical full-time student will complete the program in approximately two full years. A minimum of forty-eight (48) semester hours is required. The program core provides educational preparation in human growth and development, cultural foundations, a Christian perspective on psychology, helping relationships, group work, career and lifestyle development, appraisal, research and professional issues. The clinical portion of the program provides supervised counseling experience working in the community with culturally diverse clients. The program furnishes additional training in community systems, family systems and diagnosis and pathology.

Many faculty members are practitioners who bring real world experience into the classroom. Faculty are selected to teach courses according to their expertise, and emphasis is on practical application of concepts and theory.

I. REQUIRED COURSES

A. CORE AREAS (33 hours)

- PSY 500 Introduction to Professional Counseling (3)
- PSY 508 Personality Theory (3)
- PSY 512 Psychological Research Methods (3)
- PSY 516 Human Growth and Development (3)
- PSY 520 Counseling Theories and Techniques (3)
- PSY 524 Psychopathology (3)
- PSY 550 Group Process and Practice (3)
- PSY 554 Measurement and Appraisal in Counseling (3)
- PSY 558 Social and Cultural Foundations in Counseling (3)
- PSY 562 Lifestyle and Career Development (3)
- PSY 571 Christian Perspectives on Counseling (3) **OR**
- THE 518 Integrative Theology (3)

B. CLINICAL EXPERIENCE (9 hours)

- PSY 548 Practicum in Counseling (3)
- PSY 572 Counseling Internship I (3)
- PSY 590 Counseling Internship II (3)

II. ELECTIVES (6 hours minimum)

A. SPECIALTY - Marriage and Family Therapy

- PSY 551 Marriage and Family Therapy (3)
- PSY 555 Advanced Marriage and Family Therapy (3)

B. GENERAL

- PSY 571 Christian Perspectives on Counseling (3) **OR**
- THE 518 Integrative Theology (3)
- PSY 575 Advanced Techniques of Counseling (3)

III. ADDITIONAL REQUIREMENTS (0 hours)

- Comprehensive Examination (0)

TYPICAL TWO-YEAR CURRICULUM

Several configurations or sequences for completing required course work are possible. There are a variety of considerations and restrictions that limit the flexibility of these options and demand close attention when developing a program of study. Several of the more important factors to consider are the prerequisites or corequisites of each course, the availability of a given course in a specific semester, individual interests, and ability and desire to enroll during the summer.

The following sequence is a possible program of study. This sequence is not required, but is simply an example. Several assumptions underlie this program: (1) the desire to complete in four semesters, (2) enrollment only during fall and spring semesters, and (3) no transfer work being applied.

Year One

Fall

- PSY 500 Introduction to Professional Counseling (3)
- PSY 508 Personality Theory (3)
- PSY 512 Psychological Research Methods (3)
- PSY 571 Christian Perspectives on Counseling (3) **OR**
- THE 518 Integrated Theology (3)

Spring

- PSY 516 Human Growth and Development (3)
- PSY 520 Counseling Theories and Techniques (3)
- PSY 524 Psychopathology (3)
- PSY 548 Practicum in Counseling (3)

Year Two

Fall

- PSY 550 Group Process and Practice (3)
- PSY 554 Measurement and Appraisal in Counseling (3)
- PSY 558 Social and Cultural Foundations of Counseling (3)
- PSY 572 Counseling Internship I (3)

Spring

- PSY 562 Lifestyle and Career Development (3)
- Elective (3)
- Elective (3)
- PSY 590 Counseling Internship II (3)

CLINICAL EXPERIENCES

Clinical experiences are an integral part of a degree in counseling at Lee University. The counseling practicum and internship placements provide an opportunity to practice skills and to utilize acquired knowledge in real life situations. Fieldwork activity follows a developmental model consisting of a sequence of training experiences of increasing complexity and responsibility. Each level of training is designed to accommodate the student's particular level of professional development.

PRACTICUM

Practicum refers to the experience of working with clients within the setting of a formal course, under direct supervision of a faculty member. Students are required to complete a minimum of one hundred (100) hours of practicum prior to entering an internship. A minimum of forty (40) hours must be in direct contact with clients. The remaining hours can be indirect in nature, i.e. the student may participate in role playing, observe counseling sessions, review taped sessions, and so on.

INTERNSHIP

Internship refers to a formalized arrangement by which the student is assigned to a community agency in order to gain experience in the many facets of the role of a counselor, including but not limited to direct services to clients.

MANUAL

Manuals are available for students which contain specific policies about arranging, conducting and evaluating practicum and internship experiences. These manuals include lists of competencies the student must achieve in the placement, along with various forms to be used during the placement.

LIABILITY INSURANCE

Students are required to obtain liability insurance prior to beginning field experiences. The American Counseling Association, the American Association of Christian Counselors and other professional organizations offer group rates and special student rates for such insurance.

ADMISSION

PROCEDURES

1. Application materials for the Master of Science Degree in Counseling Psychology may be obtained from the office of the Program Director.
2. Applications will not be acted upon until all required documents have been received (including transcripts, letters of recommendation, and GRE scores). Applications are processed monthly. In order to allow time for the university and the program admissions committee to process the applications, it is **advisable** to have applications completed by the following dates:

April 1 for Fall matriculation

September 1 for Spring matriculation

REQUIREMENTS

Applicants who are granted regular admission must meet minimum requirements. Among those elements of the total evaluation process are the following:

1. A Bachelor's degree from a regionally accredited college or university.
2. An undergraduate cumulative grade point average (GPA) of 3.0 or above on a 4 point scale.
3. A cumulative grade point average (GPA) of 3.0 or above on a 4 point scale for any graduate work completed.
4. A minimum of five (5) classes in psychology at the undergraduate level. Recommended courses are General Psychology, Developmental Psychology, Personality Theory, Abnormal Psychology, and Behavioral Statistics. Applicants not meeting this requirement may be admitted, but would have to complete any deficiencies as a part of their program. These courses would be in addition to the 48 hours required for the program.
5. A minimum of two (2) classes in Biblical education. It is recommended that one course be in the area of Christian Thought, and the other in the area of Christian Ethics. Applicants not meeting this requirement may be admitted, but would have to complete any deficiencies as a part of their program. These courses would be in addition to the 48 hours required for the program.

6. Scores on the Graduate Record Examination (GRE) **OR** the Miller Analogies Test (MAT). Scores must be no more than five (5) years old. The GRE Advanced tests and Subject tests are not required. For regular admission, scores should be in the 50th percentile or higher.

Each applicant must submit the following:

1. \$25.00 application fee (non-refundable).
2. Current photo.
3. Official transcripts from all colleges and universities attended.
4. Scores from the Graduate Record Examination (GRE)

OR

Scores from the Miller Analogies Test (MAT)

NOTE: Individuals who have completed a graduate degree at an accredited college or university are not required to submit test scores.

5. Three recommendation forms, two of which must be from former professors familiar with your work (recommendation forms are included in the application packet).
6. Autobiographical information (guidelines are included in the application packet).
7. Personal interview for those who are finalists in the application process (phone interviews may be conducted in cases where face to face interviews are impossible).

HOURS REQUIRED

A minimum of forty-eight (48) semester hours are required for graduation.

TRANSFER CREDIT

A maximum of nine (9) semester hours of transfer credit may be applied toward the Master of Science in Counseling Psychology. Approval for the substitution of required course work is made on an individual basis in consultation with the student's advisor and the Program Director. The courses must have been completed before beginning studies at Lee University.

NON-DEGREE STATUS

Students desiring to take courses without full admission status in our program may choose one of the following options. With any category of non-degree status, students will be required to complete a non-degree status application, and submit official transcripts from all colleges and universities attended. If at any time non-degree students wish to pursue the Master of Science program, full admission status will be required, including a separate application and all other full admission status requirements. Completion of course work under non-degree status does not guarantee that students will be granted full admission status.

1. A maximum of nine (9) semester hours may be taken at the applicant's risk as an unclassified student. Enrollment will be limited to specific entry level courses. Courses must be approved by the director of the Counseling Psychology Program.
2. Professionals who hold a Master's Degree in Counseling or a closely related field but do not satisfy state requirements for licensure may take a maximum of six (6) courses through the Counseling Psychology Program.
3. Professionals who hold a Master's Degree in Counseling or a closely related field, **AND** hold state licensure as a counseling professional, may take any course offered by the Counseling Psychology Program.

ADMISSION WITH DEFICIENCIES

Students may be admitted into the program with deficiencies if they lack appropriate course work in their undergraduate programs. Deficiencies should be completed during the first year of study. Credits taken to make up deficiencies do not count toward the forty-eight (48) hour credit requirement.

FULL-TIME VS. PART-TIME

1. Although it would be the faculty's preference, students need not always take a full-time course load. They should know, however, that whereas program requirements are substantial, the time Lee University allows for completing a Master's degree is limited (six years).
2. Once students are admitted they are expected to maintain continuous enrollment (a minimum of three (3) hours during both the fall and spring semester), and make satisfactory

progress toward their degree. If a student has not maintained continuous enrollment, he or she must go through the RE-ENTRY process and contact the Program Director at least ten weeks prior to the semester in which he or she wishes to re-enter. The admissions committee can:

- A. Grant re-entry without conditions.
- B. Grant re-entry conditionally (e.g., require additional course work or adherence to time lines for completion of degree requirements), or
- C. Deny re-entry.

Generally, if the student is making satisfactory progress toward their degree, re-entry will be approved without conditions. However, evidence of delayed progress without reasonable grounds (e.g., multiple requests for re-entry, several semesters not registered) may result in option (B) or (C) above. Students who anticipate discontinuities in registration should inform their advisor in writing.

ETHICAL STANDARDS

The program endorses and abides by ethical standards of service delivery and research established by the American Psychological Association, the American Counseling Association, Lee University and the State of Tennessee. In accordance with these ethical standards, master level students are not permitted to engage in the independent practice of psychology or counseling. Information on professional ethics is distributed to and reviewed with each incoming class on an annual basis, and reiterated in counseling psychology courses and seminars.

COURSE OFFERINGS

PSY 500 INTRODUCTION TO PROFESSIONAL COUNSELING **Three hours credit**

An overview of professional counseling with an emphasis on counselor role and function, the counseling process and client problem conceptualization. Legal, ethical and spiritual integration issues will be covered. Offered Fall semester.

PSY 508 PERSONALITY THEORY **Three hours credit**

An in-depth examination of the major theoretical approaches to the study of personality. Personality development, dynamics and differences will be studied with special emphasis on application of each theoretical view to the counseling setting. Offered Fall semester.

PSY 512 PSYCHOLOGICAL RESEARCH METHODS **Three hours credit**

Methods and tools of research and evaluation, focus on research data interpretation, and emphasis on application to professional practice. Utilization of the computer for data analysis will be emphasized. Offered Fall semester.

PSY 516 HUMAN GROWTH AND DEVELOPMENT **Three hours credit**

Current research and theories in development relating to the preschool child, elementary school child, adolescent and adult. Emphasis on social, cognitive and affective development including implications for counseling strategies over the lifespan. Offered Spring semester.

PSY 520 COUNSELING THEORIES AND TECHNIQUES **Three hours credit**

Consideration in depth of major counseling theories and techniques, with special emphasis on comparative analysis. Offered Spring semester.

PSY 524 PSYCHOPATHOLOGY **Three hours credit**

An in-depth approach to the study of psychopathology. The course uses case presentations to expose the student to a variety of psychiatric disabilities. Offered Spring semester.

PSY 548 PRACTICUM IN COUNSELING **Three hours credit**

Practical experience preparatory to Counseling Internship. Special attention is given to obtaining a case history, assessment, treatment planning and basic counseling skills. Prerequisite: PSY 500 Prerequisite or Corequisite: PSY 520 and full admission status in the graduate counseling program. Offered Spring semester.

PSY 550 GROUP PROCESS AND PRACTICE Three hours credit

Theory and types of groups, descriptions of group practices, methods, dynamics and facilitative skills. Prerequisites: PSY 500 and PSY 520. Offered Fall semester.

PSY 551 MARRIAGE AND FAMILY THERAPY Three hours credit

A study of the literature and practice of marital and family therapy with special attention given to a Christian perspective on family structure and function. Prerequisite: PSY 520

PSY 554 MEASUREMENT AND APPRAISAL IN COUNSELING Three hours credit

History, purpose and use of tests and other assessment methodologies in counseling. Prerequisite: Psy 512 Offered Fall semester.

PSY 555 ADVANCED MARRIAGE AND FAMILY THERAPY Three hours credit

A study of the literature and practice of marital and family therapy with emphasis on diagnostic procedures and the application of specific therapeutic techniques to dysfunction within the marital dyad. Prerequisite: PSY 551

PSY 558 SOCIAL AND CULTURAL FOUNDATIONS OF HUMAN BEHAVIOR Three hours credit

The study of the influence of culture, society, and contemporary social values on human behavior and social interaction. The course examines the sociological nature, bases and consequences of social values and social problems and their relationship to the self. Social issues such as the culture of poverty, violence, drug use and societal and family dysfunction are examined. Offered Fall semester.

PSY 562 LIFESTYLE AND CAREER DEVELOPMENT Three hours credit

A Study of sources, methods, and techniques for gathering, evaluating, and disseminating occupational, technological and educational information through career counseling. Offered Spring semester.

PSY 571 CHRISTIAN PERSPECTIVES ON COUNSELING Three hours credit

A survey of Christian approaches to counseling. Emphasis on the development of Christian approaches as they relate to theoretical and clinical advances in the field of counseling. Focus on the theological underpinnings of each approach. Offered Fall semester.

PSY 572 COUNSELING INTERNSHIP I Three hours credit

Closely supervised counseling practice in approved field placement. Interns gain competence in core areas of counseling, assessment, consultation

and professional functioning. Special application required. Offered Fall semester.

**PSY 575 ADVANCED TECHNIQUES
 OF COUNSELING**

Three hours credit

Study of advanced counseling techniques from various theoretical perspectives. Understanding the essential qualities and skills of counseling relationships and counseling techniques. Emphasizing efficiency of care. Prerequisites: PSY 500, PSY 520 and PSY 550.

PSY 590 COUNSELING INTERNSHIP II

Three hours credit

Closely supervised counseling practice in approved field placement. Interns gain competence in core areas of counseling, assessment, consultation and professional functioning. Special application required. Prerequisite: PSY 572. Offered Spring semester.

THE 518 INTEGRATIVE THEOLOGY

Three hours credit

This course is an integration of biblical, systematic and historical theology into a unified system of theological thought. It focuses on the self-revelation of god, the nature and attributes of God, and theological considerations therefrom that inform psychology and counseling.

THE COUNSELNG PSYCHOLOGY GRADUATE COMMITTEE

The Counseling Psychology Graduate Committee's responsibility is to give administrative oversight to the graduate program. The committee considers and recommends curricular changes to the Graduate Council, approves all program policies, assesses effectiveness of the graduate program, serves as the Admissions Committee, reviews candidacy, and approves applicants for graduation. The Counseling Psychology Graduate Committee consists of Doyle R. Goff, Ph.D., Graduate Committee Chair; Carolyn Dirksen, Ph.D., Dean of the College of Arts and Sciences; Robert W. Fisher, Ph.D.; H. Edward Stone, Ph.D.; Trevor Milliron, Ph.D.; and Mike Hayes, M. Ed.



COLLEGE OF EDUCATION

MASTER OF ARTS IN TEACHING

MASTER OF EDUCATION

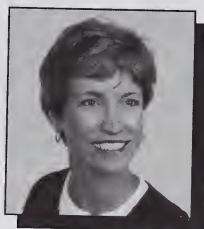


Deborah Murray, Ed.D.
Dean, College of Education

EDUCATION GRADUATE FACULTY



Laura Anderson, Ph.D.



Pamela Browning, Ph.D.



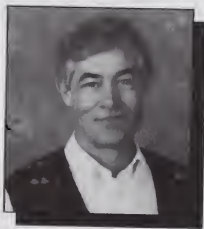
William Estes, M.S.E.



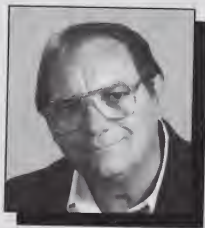
JoAnn Higginbotham, D.A.



Nadine McHugh, Ed.D.



Gary Riggins, Ed.D.



Cliff Schimmels, Ph.D.

GRADUATE PROGRAMS IN EDUCATION

MASTER OF ARTS IN TEACHING (M.A.T.) MASTER OF EDUCATION (M.ED.)

STATEMENT OF PURPOSE

The Master of Education in Classroom Teaching (M.Ed.) degree program is designed to provide post-baccalaureate study for persons preparing for careers in professional education and for those teachers who want to refine their teaching skills. Specifically, the degree will:

1. Provide advanced preparation, theory, integration of faith and learning, and practical application.
2. Encourage students to solve professional problems by independent investigation through study and research.
3. Further develop the professional competencies attained in undergraduate programs.

For those school personnel who have a need for further professional training, but who may not be interested in pursuing a graduate degree, this program of study will provide in-service educational opportunities.

The purpose of the Master of Arts in Teaching degree (M.A.T.) in Elementary or Secondary Education is to provide a route to initial teacher licensure with graduate work leading to a master's degree. Students who successfully complete the degree program and meet all standardized test requirements will be eligible for licensure by the Tennessee Department of Education.

PHILOSOPHY

Classroom teachers are the key to American education and are consequently integral to the future of the country and the world. For this awesome responsibility they must be prepared to discern wisely, to

think creatively, to teach effectively, and to demonstrate the qualities of integrity and love. The Lee University graduate Education programs are designed to encourage problem finding, problem solving and reflective practice within the framework of Biblical truth and a commitment to serving the kingdom. The program should enhance the candidates' present teaching skills, help them develop new skills and improve their current educational research skills. The result should be scholarly contributions to their professional field of education, improved classroom teaching and a model of what it means to be a teacher who integrates Christian faith and learning in daily practice.

ASSUMPTIONS

1. Education is a life-long process.
2. Educators comprise a community of learners.
3. Effective teachers are creative problem solvers.
4. Teaching is a profession, not an occupation.
5. Teachers should be involved in life-long learning—a commitment which affects teaching performance.
6. Teachers must be able to think critically, analyze logically, decide appropriately and deal effectively with change.
7. Teachers have special gifts that enhance performance.

OUTCOMES

The following outcomes will be developed and documented in portfolio form by each student.

1. Extended knowledge and experience in the area of classroom teaching, including conceptual and practical applications of practices that support learning.
2. Understanding and utilization of research methods that improve practices in schools and classrooms.
3. Ability to apply knowledge of multi-media technology to school and classroom practices.
4. Understanding and application of practice of inclusive educational opportunities for learners from diverse backgrounds and for those with disabilities.
5. Enhancement and extension of knowledge of current trends and issues in education.
6. Demonstration of professional contributions, such as

leadership in professional organizations, provision of in-service education for peers and mentorship of beginning teachers. (M.Ed. only)

7. Articulation of a Christian worldview of teaching.

Principal means of assessment which will be utilized, in addition to the portfolio, include performance in individual courses, thesis or major project, oral defense of thesis or major project and a comprehensive written exam.

CONCEPTUAL FRAMEWORK

The organizing theme for the undergraduate Teacher Education Program is "Teacher as Facilitator of Student Growth." The undergraduate program emphasizes development of this specific role of the teacher and focuses on development of skill in classroom management, instructional strategies, communication, evaluation strategies, affect development, organization and knowledge of content. The novice teacher is thus equipped to function as a beginning teacher.

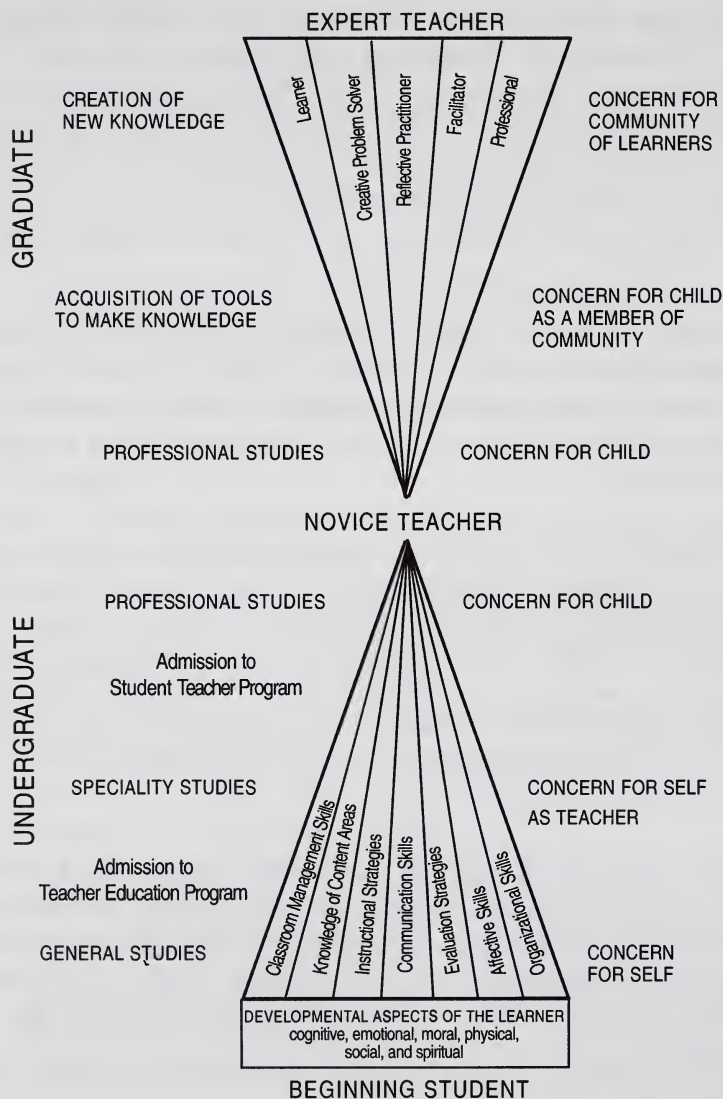
. The Teacher Education Program model, undergraduate and graduate, embodies the developmental process of becoming a teacher. Based primarily on the research of Frances Fuller and David Berliner, the program should force students to analyze where they are in the continuous process of becoming a teacher, thus facilitating passage to more advanced levels.

Berliner identified five specific levels through which teachers may pass in their development. The first level is the novice, followed by the advanced beginner, competent teacher, proficient teacher, and finally, the expert teacher. According to Berliner, teachers typically are not competent until about the fifth year of teaching, and most never reach the expert level. However, experiences may be arranged such that the teacher's development is not only facilitated, but also accelerated.

The model for the Master of Education degree is a natural extension of the model for the undergraduate program. The graduate program emphasizes self analysis and reflection and creates activities and assignments, synthesizing an environment that will facilitate passage toward higher levels of excellence in teaching for the students/teachers.

The organizing theme of the graduate program, "Emerging Roles of the Teacher," emphasizes multiple roles that are important for the expert teacher to master. In the course of the graduate program, students will directly encounter the specific roles of learner, facilitator, creative problem solver, reflective practitioner and professional. They will also be encouraged to explore other roles and especially to identify and develop special abilities related to teaching that they may have.

TEACHER EDUCATION PROGRAM MODEL



ADMISSION REQUIREMENTS

The following criteria must be met by all applicants to the **Master of Education** program:

1. Completion of admissions application materials.
2. Undergraduate degree from an accredited institution. (Official transcripts must be submitted.)
3. Completion of an approved teacher education program.
4. Minimum grade point average of 2.75 on a 4.0 scale.
5. Scores on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) aptitude at the 35th percentile. Test must have been taken within the last seven years.
6. Recommendations from three professional sources including one from an undergraduate professor or current supervisor or employer.
7. Acceptable interview with Graduate Admissions Committee.

The following criteria must be met by all applicants to the **Master of Arts in Teaching** program:

1. Completion of admission application materials.
2. Undergraduate degree from an accredited institution. (Official transcripts must be submitted.)
3. Minimum grade point average of 2.75 on a 4.0 scale.
4. Scores on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) aptitude at the 35th percentile. Test must have been taken within the last seven years.
5. Recommendations from three professional sources including one from an undergraduate professor or current supervisor or employer.
6. Acceptable interview with Graduate Admissions Committee.

The application will include questions which require a writing sample to be assessed by the Committee.

The following categories of admission are possible:

1. Full Admission - Applicant meets all admission requirements.

2. Provisional Admission - May be granted if one or more of the following deficiencies exists:

- a. All requirements met except the minimum score on the GRE or MAT.
- b. All requirements met except GPA below 2.75. Evidence of exceptional ability must be presented.
- c. Applicant has deficiencies in undergraduate coursework.

Prerequisite courses may be required for full admission to the program. No more than four hours of graduate coursework may be taken while the student is in provisional status. When a student has completed these four hours, the Graduate Committee will make a decision regarding regular admission status.

Admission will be made by the Graduate Admissions Committee and may require prescriptive courses and/or experiences before degree candidacy will be granted.

3. Non-degree Status - Students who wish to take courses but not pursue a degree must:

- a. be a graduate of an accredited college or university and
- b. present official transcripts for all completed coursework.

Students may take a maximum of six hours in a non-degree seeking status. Seniors who have completed student teaching may enroll in graduate courses with the approval of the Graduate Admissions Committee.

A maximum of six hours of transfer work from an accredited institution, approved by the Director of the Graduate Education Program, may be counted toward this degree.

COMPLETION REQUIREMENTS

1. Students must maintain a minimum 3.0 grade point average with no grade below a "C." No more than two "C's" will be accepted. Possible grades to be awarded are A, A-, B+, B, B-, C+, C, C-, F, I, P, S and W.
2. Students must apply for candidacy after the completion of six courses. The thesis/project committee will be formed at this time.
3. Students must successfully complete a critical review of the completed thesis/project during the Thesis Seminar. This

constitutes the oral examination. No "I" (incomplete) grade will be awarded. If the student does not complete the project by the semester deadline, he or she must continually enroll in the seminar until the project is completed.

4. Students must pass comprehensive written examinations during the last semester of their program.
5. Students must complete the program within six calendar years from the completion of the first course.

COURSE REQUIREMENTS

MASTER OF EDUCATION

		28 hrs.
EDU 501	Research Methods in Education	2 hrs.
EDU 502	Philosophy of Education	2 hrs.
EDU 505	Critical Thinking	2 hrs.
EDU 506	Current Issues in Education	2 hrs.
EDU 561	Multicultural Education	2 hrs.
EDU 562	The Inclusion Classroom	2 hrs.
EDU 563	Testing and Assessment	2 hrs.
EDU 570	Current Instructional Strategies	3 hrs.
EDU 575	Technology in the Classroom	3 hrs.
EDU 580	Teaching Reading Skills	2 hrs.
EDU 581	Writing Across the Curriculum	2 hrs.
EDU 595	Thesis Seminar	2 hrs.
IDS 599	Christian Worldview: Implications for Teaching	2 hrs.

Subject Seminar Electives 6 hrs.

The student chooses any two of the following:

BUS 560	Business Seminar	3 hrs.
ENG 530	Language Arts Seminar	3 hrs.
HIS 560	Social Sciences Seminar	3 hrs.
HUM520	Humanities Seminar	3 hrs.
SCI 540	Natural Sciences Seminar	3 hrs.
*Religious Studies Elective		3 hrs.

*Students may take one of the following graduate-level courses for the Religious Studies Elective:

BIB 502	Romans and Galatians	3 hrs.
BIB 504	I and II Corinthians	3 hrs.

BIB 505	Psalms	2 hrs.
PAS 551	Ministry of Worship	3 hrs.
THE 535	Person and Work of the Holy Spirit	3 hrs.
THE 537	Systematic Theology	3 hrs.

TOTAL		34 hrs.
-------	--	---------

MASTER OF ARTS IN TEACHING

Elementary Education Program (K-8 license)

EDU 501	Research Methods in Education	2 hrs.
EDU 502	Philosophy of Education	2 hrs.
EDU 503	Human Growth and Development	2 hrs.
EDU 561	Multicultural Education	2 hrs.
EDU 562	The Inclusion Classroom	2 hrs.
EDU 563	Testing and Assessment	2 hrs.
EDU 568	General Methods	2 hrs.
EDU 569	Elementary Methods	3 hrs.
EDU 570	Current Instructional Strategies	3 hrs.
EDU 575	Technology in the Classroom	3 hrs.
EDU 580	Teaching Reading Skills	2 hrs.
EDU 581	Writing Across the Curriculum	2 hrs.
EDU 595	Thesis Seminar	2 hrs.
EDU 596	Internship I	3 hrs.
EDU 597	Internship II	6 hrs.
IDS 599	Christian Worldview: Implications for Teaching	2 hrs.
TOTAL		40 hrs.

Secondary Education Program (7-12 license)

Biology
Business
Chemistry
English
Foreign Languages
History
Mathematics

EDU 501	Research Methods in Education	2 hrs.
EDU 502	Philosophy of Education	2 hrs.
EDU 503	Human Growth and Development	2 hrs.

Specialty Area Methods (select one)		2 hrs.
EDU 515	Teaching Business, 7-12	
EDU 516	Teaching Social Studies, 7-12	
EDU 517	Teaching English, 7-12	
EDU 518	Teaching Languages, 7-12	
EDU 519	Teaching Mathematics, 7-12	
EDU 520	Teaching Science, 7-12	
EDU 561	Multicultural Education	2 hrs.
EDU 562	The Inclusion Classroom	2 hrs.
EDU 563	Testing and Assessment	2 hrs.
EDU 568	General Methods	2 hrs.
EDU 570	Current Instructional Strategies	3 hrs.
EDU 575	Technology in the Classroom	3 hrs.
EDU 581	Writing Across the Curriculum	2 hrs.
EDU 595	Thesis Seminar	2 hrs.
EDU 596	Internship I	3 hrs.
EDU 597	Internship II	6 hrs.
IDS 599	Christian Worldview: Implications for Teaching	2 hrs.
Specialty Area Seminar (select one)		3 hrs.
BUS 560	Business Seminar	
ENG 530	Language Arts Seminar	
HIS 560	Social Sciences Seminar	
HUM520	Humanities Seminar	
SCI 540	Natural Sciences Seminar	
TOTAL		40 hrs.

COURSE DESCRIPTIONS

BIB 502. ROMANS AND GALATIANS **Three hours credit**

A comparative, expository and theological study of the Epistles to the Romans and Galatians with emphasis on the cardinal Christian doctrines as formulated in these documents. It includes a study of the influences of both Judaism and Hellenism on the cultural and religious scene in the first century A.D.

BIB 504. I AND II CORINTHIANS **Three hours credit**

An expository and theological study of I and II Corinthians. Special attention is given to the doctrinal and practical issues faced in the early Christian community in the Hellenistic world. Both the cultural and religious environments are considered.

BIB 505. PSALMS **Two hours credit**

A sectional study of this Old Testament poetical book. Special attention is given to matters of background periodically.

BUS 560. BUSINESS SEMINAR **Three hours credit**

A course on the role of communication in organizational leadership. This course examines organizational behavior from the standpoint of historical and contemporary theories along with examples and case studies. Emphasis is placed on the role of communication in the development, maintenance and management of organizational structures.

EDU 501. RESEARCH METHODS IN EDUCATION **Two hours credit**

This is a fundamental research course designed to help students become intelligent consumers of educational research. This course will cover the basic methods of research design, measurement and evaluation, and the interpretation and communication of results. Based on personal interest and experience, the student will select one professional educational topic/concern as a guiding emphasis throughout the Master's Program.

EDU 502. PHILOSOPHY OF EDUCATION **Two hours credit**

This course reviews philosophical foundations of education with an emphasis on synthesizing and refining a personal philosophy of education.

EDU 503. HUMAN GROWTH AND DEVELOPMENT **Two hours credit**

This course will present typical human development patterns occurring from preschool through high school years. Physical, intellectual, social, emotional and language development will be addressed.

EDU 505. CRITICAL THINKING**Two hours credit**

This course is designed to describe, explain and apply critical thinking as a creative problem solving tool. Fundamental skills in creativity, reasoning, personal conflict resolution and content thinking will be integrated in this general review of the critical thinking process and its applications in creative problem solving. Prerequisites: EDU 501 and EDU 502.

EDU 506. CURRENT ISSUES IN EDUCATION**Two hours credit**

This course will apply the student's skills and experiences in critical thinking and creative problem solving to the unresolved issues of education. The students will examine a variety of current topics and evaluate the underlying assumptions of each. Students will construct alternative solutions based on their findings. Prerequisites: EDU 501 and EDU 502.

ENG 530. LANGUAGE ARTS SEMINAR:**Three hours credit**

**OUR APPALACHIAN HERITAGE -
LITERATURE & CULTURE OF SOUTHERN
APPALACHIAN REGION**

This course will provide an overview of Appalachian history and culture, emphasizing the way in which the history of the region has impacted its art, music and literature, as well as the ways in which the culture of the Appalachian region has significantly affected American culture.

EDU 561. MULTICULTURAL EDUCATION**Two hours credit**

This course is designed to help students develop the strategies to be effective teaching professionals in multicultural settings. They will evaluate current programs and will be encouraged to evaluate their own approaches to dealing with students from a variety of cultural backgrounds including ethnic, economic, religious and regional. Prerequisites: EDU 501 and EDU 502.

EDU 562. THE INCLUSION CLASSROOM**Two hours credit**

This course examines the contemporary classroom and the task of the teacher in teaching students with divergent abilities, needs, interests and backgrounds. Prerequisites: EDU 501 and EDU 502.

EDU 563. TESTING AND ASSESSMENT**Two hours credit**

This course addresses traditional and current trends in educational testing and measurement. Prerequisites: EDU 501 and EDU 502.

EDU 568. GENERAL METHODS**Two hours credit**

Effective teaching research will be presented in this course, which is designed to equip teachers with methods, skills and strategies for teaching in all disciplines.

EDU 569. ELEMENTARY METHODS **Three hours credit**

Effective methods and materials for teaching reading, writing, listening, speaking, science, math, and social studies in the elementary classroom will be presented in this course. Required for elementary licensure only.

EDU 570. CURRENT INSTRUCTIONAL STRATEGIES **Three hours credit**

This course examines current and emerging instructional strategies and popular curricular approaches. Prerequisites: EDU 501 and EDU 502.

EDU 575. TECHNOLOGY IN THE CLASSROOM **Three hours credit**

An introduction to various technologies used in classrooms with emphasis on microcomputer-based systems. Prerequisites: EDU 501 and EDU 502.

EDU 580. TEACHING READING SKILLS **Two hours credit**

This course is designed to provide graduate students with research-based methods and materials for reading instruction, along with principles to help them choose among these options for their specific students and situations. Prerequisites: EDU 501 and EDU 502.

EDU 581. WRITING ACROSS THE CURRICULUM **Two hours credit**

This course will help professional teachers develop strategies for ways to use writing activities as a tool of learning within their specific classroom settings. Prerequisites: EDU 501 and EDU 502.

EDU 591. DIRECTED RESEARCH **One hour credit**

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. The course may be repeated. The Pass/Fail grade scale will be used. Approval by the Director of Graduate Studies in Education is needed.

EDU 592. DIRECTED RESEARCH **Two hours credit**

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. The course may be repeated. The Pass/Fail grade scale will be used. Approval by the Director of Graduate Studies in Education is needed.

EDU 593. DIRECTED RESEARCH **Three hours credit**

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. The course may be repeated. The Pass/Fail grade scale will be used. Approval by the Director of Graduate Studies in Education is needed.

EDU 595. THESIS SEMINAR**Two hours credit**

This course will provide the structure, the format, the support, and the encouragement for the student to complete the thesis and present it to colleagues. Prerequisite: Passing of mid-program evaluation.

EDU 596. INTERNSHIP I**Three hours credit**

This internship will provide a broad, general perspective of an area school to the M.A.T. student. Interns will experience the multiple roles of the classroom teacher, as well as the organization and operation of the elementary, middle, or high school.

EDU 597. INTERNSHIP II**Six hours credit**

The internship will provide extensive instructional experiences to the M.A.T. student. The intern at this level will, under the direction of a cooperating teacher and principal, assume responsibility for instructional planning, implementation and evaluation.

**HIS 560. SOCIAL SCIENCES SEMINAR:
SOCIAL, CULTURAL, AND POLITICAL
HISTORY OF THE UNITED STATES**

Three hours credit

A consideration of prominent social, cultural and political developments in American History from the Puritans to the Progressives with an emphasis on the roles the ideas and practices of these movements played in shaping the national character.

**HUM 520. HUMANITIES SEMINAR:
ANGELIC/DEMONIC THEMES IN
20TH-CENTURY LITERATURE & ART**

Three hours credit

This course explores an integrated approach to the humanities through the theme of supernatural conflict as represented in significant works of the twentieth century, including art, music, theology, philosophy and literature.

SCI 540. NATURAL SCIENCES SEMINAR**Three hours credit**

This course examines, depending on the individual class, such aspects of the natural sciences as life science, physical science and mathematics.

**IDS 599. CHRISTIAN WORLDVIEW:
IMPLICATIONS FOR TEACHING**

Two hours credit

This course is designed to expose graduate students to various Christian views with an emphasis on encouraging the adoption and adaptation of those principles that could be practiced in order for Christians to most effectively serve others.

PAS 551. MINISTRY OF WORSHIP**Three hours credit**

A biblical and practical approach to Pentecostal worship in the local church with emphasis on special occasions such as weddings, funerals,

baptisms, communion and dedications. The study includes development of a biblical theology and practical philosophy of worship, a historical and contemporary overview and the planning of each aspect of service, as well as the various types in order for worship to be developed and maintained.

**THE 535. PERSON AND WORK OF
THE HOLY SPIRIT**

Three hours credit

A study of the doctrine of the Holy Spirit with emphasis upon the Spirit's relationship to Christ. The work of the Holy Spirit in relation to other fundamental doctrines will also be considered (e.g. creation, salvation, ecclesiology, eschatology, etc.). Special attention will be focused on the work of the Holy Spirit as teacher, helper, discipler and on the experience of Spirit baptism with the initial evidence of glossolalia. Some attention will be given to the meaning of "living in the Spirit" and spiritual gifts.

THE 537. SYSTEMATIC THEOLOGY

Three hours credit

An advanced study of theology from a philosophical and biblical standpoint. The course consists of a study of the doctrine of God, His being and works; the doctrine of man, his original state of sin; and the doctrine of Christ, His person, states and offices.

THE EDUCATION GRADUATE COMMITTEE

The Education Graduate Committee's responsibility is to give administrative oversight to the graduate program. The committee considers and recommends curricular changes to the Graduate Council, approves all program policies, assesses effectiveness of the graduate program, serves as the Admissions Committee, reviews candidacy, and approves applicants for graduation. The Education Graduate Committee consists of Deborah Murray, Ed.D., Graduate Committee Chair; Laura Anderson, Ph.D.; Pamela Browning, Ph.D.; William Estes, Ph.D.; JoAnn Higginbotham, D.A.; Nadine McHugh, Ed.D.; Gary Riggins, Ed.D.; and Cliff Schimmels, Ph.D.



SCHOOL OF MUSIC

MASTER OF CHURCH MUSIC



Walter Mauldin, D.M.A.
Dean, School of Music

MUSIC GRADUATE FACULTY



Jim Burns, D.M.A.
Director, Graduate Studies in Music



Randy Guthrie, D.M.A.



David Horton, Ph.D.



Lonnie McCalister, D.M.A.

MASTER OF CHURCH MUSIC

The purpose of the School of Music graduate program is to provide the learning experiences and the artistic and aesthetic experiences which will help prepare Lee University students for responsible Christian living in the modern world.

STATEMENT OF PURPOSE

The Master of Church Music degree program is designed to provide graduate professional education for men and women involved in or preparing for Christian service in music ministry.

The program gives attention to four areas vital to the success of the music minister: administration, teaching, performance and spiritual growth.

Through this program, the Lee University School of Music seeks to provide competent leadership to churches, colleges, denominational agencies and mission fields.

PROGRAM OUTCOMES

Upon the completion of the Master of Church Music degree, an individual should possess the following qualities, abilities, and skills:

1. The ability to organize and lead worship in a contemporary Pentecostal and evangelical service which includes all appropriate styles and genres of instrumental and vocal music.
2. The ability to function effectively as a choral and instrumental conductor.
3. An understanding of basic vocal production with adequate vocal skills to demonstrate and communicate these to church vocalists.
4. Comprehensive musical skills which demonstrate an understanding of the wide variety of styles potentially encountered in the Pentecostal and evangelical tradition. This would include standard choral literature as well as the various contemporary styles.
5. Sufficient keyboard skills (a) to prepare choral and instrumental literature to be used in worship, (b) to accompany simple congregational songs.

6. A basic working knowledge of music technology including MIDI, sound amplification, acoustics, etc.
7. Familiarity with the principles of music drama/pageantry in a church worship setting.
8. Organizational skills necessary to plan and administer a full-scale church music program.
9. Interpersonal skills necessary for functioning effectively in a multi-staff church as well as dealing with volunteer staff and church members.
10. An understanding of the Scripture as it relates to Christian living and worship.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

The Lee University School of Music is an accredited member institution of the National Association of Schools of Music (NASM). The NASM has been recognized by the United States Department of Education as the agency responsible for the accreditation of all music curricula. NASM is a constituent member of the American Council on Education. In the field of teacher education, the Association cooperates with the National Council for Accreditation of Teacher Education. The services of the Association are available to all types of degree-granting institutions in higher education and to non-degree-granting institutions offering pre-professional programs or general music training programs. Membership in the Association is on a voluntary basis.

The general statement of aims and objectives follows:

1. To provide a national forum for the discussion and consideration of concerns relevant to the preservation and advancement of standards in the field of music in higher education.
2. To develop a national unity and strength for the purpose of maintaining the position of music study in the family of fine arts and humanities in our universities, colleges and schools of music.
3. To maintain professional leadership in music training and develop a national context for the professional growth of the artist.
4. To establish minimum standards of achievement in music curricula without restricting an administration or school in its

freedom to develop new ideas, to experiment or to expand its program.

5. To recognize that inspired teaching may rightly reject a "status quo" philosophy.
6. To establish that the prime objective of all educational programs in music is to provide the opportunity for every music student to develop individual potentialities to the utmost.

ADMISSION REQUIREMENTS

1. Each applicant must complete and submit:
 - the Master of Church Music Application for Admission;
 - a resume;
 - a two-page essay explaining the rationale concerning his/her desire to become a graduate student in the Lee University Master of Church Music program;
 - and three reference forms (two academic and one personal).
2. Each applicant must submit transcripts verifying the completion of an undergraduate degree equivalent to one conferred by the School of Music. If the applicant holds an undergraduate degree in an area other than music, conditional acceptance may be granted after placement auditions and examinations have been completed and remedial courses have been assigned. Prerequisite to full acceptance is the successful completion of the required remediation. No more than 12 hours of graduate courses may be completed before all deficiencies are removed.
3. Each applicant must submit scores on the Graduate Record Examination (GRE), Subject Test in Music, at the 35th percentile. The test must have been taken within the last seven years. The test may be waived for applicants who have held the baccalaureate degree for more than five years.
4. Each applicant must have a minimum grade point average of 3.0 for admission to the Master of Church Music program. If the applicant has a grade point average less than 3.0, the student may petition for admission on the basis of tenure as a minister of music for a cumulative period of not less than three years. Action on this petition will be determined by the Music Graduate Committee.

5. Each applicant is required to have an interview with the Director of Graduate Studies in Music and the Music Graduate Committee.
6. Each applicant must complete all placement exams and auditions before being allowed to register for classes in the Master of Church Music program.
7. Each applicant must audition in an applied area of study. If any deficiencies are detected, specific remedial courses may be recommended or required.
 - a. Applied music lessons are available to all students (subject to submission of the Applied Music Lesson Form and teacher availability) in the following categories:

Piano	Conducting	Voice
Brass	Percussion	Strings
Guitar	Woodwinds	

To register for applied music lessons, an Applied Music Lesson Form must be submitted by the student to his/her advisor with the trial schedule when classes are entered for registration. The Applied Music Lesson Form is available from the School of Music Administrative office.

- b. Jury Requirements - An Applied Jury Examination is required for all applied areas of study.
8. Each applicant is required to take Music Placement Auditions in voice, conducting and keyboard. Also, Music Placement Examinations must be taken in music theory and church music history. If any deficiencies are detected, specific remedial courses may be recommended or required. An audition/examination packet is available upon request from the Director of Graduate Studies in Music.
 - a. Vocal Admission Requirements - A Vocal Placement Audition will be administered to each student to determine whether the student's vocal skills are appropriate for the graduate program in church music. Each student will sing one song of his/her choice. As a minimum admission requirement, each student must be able to demonstrate a well-produced pleasant tone quality and the ability to sing on pitch.
 - b. Keyboard Admission Requirements - A Keyboard Placement Audition will be administered to each student to determine

whether the student's keyboard skills are appropriate for the graduate program in church music. As a minimum admission requirement, each student must be able to demonstrate functional piano skills including the ability to harmonize simple melodies, sight-read a four-part hymn and play scales in all major and minor keys.

Entering students must take the piano placement exam to matriculation. Based on the piano placement exam, the student will be required to enroll in one of the following:

1. No additional piano study
2. CHM 560 and 561
3. CHM 561 only
4. Piano study at the undergraduate level until approved for CHM 560

Students must enroll in the piano study until the requirements are fulfilled.

- c. Conducting Admission Requirements - A Conducting Placement Audition will be administered to each student to determine whether the student's conducting skills are appropriate for the graduate program in church music. Each student will conduct a required work for choir or band. The student will also conduct one hymn or song suitable for congregational singing. As a minimum admission requirement, each student must demonstrate conducting patterns with clarity and precision, communicate appropriate conducting gestures and portray a sense of leadership.
- d. The Music Theory Placement Examination will include such areas as:
 1. Melodic harmonization
 2. Figured bass realization
 3. Formal and harmonic analysis
 4. Melodic and harmonic dictation
 5. Sightreading
- e. The Church Music History Placement Examination will include recognition of works, composers, and performance practices of the Renaissance, Baroque, Classical, Romantic, and Twentieth-century musical periods, with emphasis in church music.

COMPLETION REQUIREMENTS

1. Full-time graduate students in residence should be able to complete the degree program in one year. The suggested course load will be as follows:

Fall12 hours

Spring12 hours

Summer8 hours

In addition to this traditional approach to scheduling, courses will be offered so that non-traditional students may attend classes one day a week (specifically Thursday) and complete course requirements over a two-year period.

2. A cumulative average of 3.0 or above (on a 4.0 scale) is required in the graduate program. Course credits with a grade below a "C" may not be counted toward the degree.
3. Graduate students will have a practicum requirement in which they will serve in a local church or other appropriate venue under the supervision of a qualified professional and his/her graduate faculty advisor.
4. Students must successfully complete a final project which may be a graduate recital, a thesis or a worship festival. The final project must be completed 15 days prior to graduation.
5. A student is admitted to candidacy for the Master of Church Music degree only after the completion of 28 hours of course work and the successful completion of the written and oral comprehensive exams.
6. Once a student begins course work towards the Master of Church Music degree, the degree program must be completed within a six-year period.

FINAL PROJECT COMMITTEE

1. Once the master's candidate has completed all required course work, registration is required for each succeeding semester toward the completion of the thesis, recital or worship festival. During the semester(s) that this occurs, enrollment will be in Final Project Extension for which 0 credit hours is awarded. This course will not count toward the student's 32 hour requirement but will rather continue active status as a graduate student. The cost of the course is equal to one graduate credit hour.

2. The graduate student's Final Project Committee will include a chairperson and two members. This committee will give oversight and direction for the final project which may include either a thesis, recital or worship festival. The student may refer to this committee as his/her "Final Project Committee."
3. The Music Graduate Committee will assign two graduate faculty members to serve on the student's Final Project Committee.
4. Each student will also choose an additional faculty member to serve on his/her committee. The student must seek approval from the faculty member before submitting his/her name to the Director of Graduate Studies in Music.
5. The Music Graduate Committee must approve all members of the student's Final Project Committee.
6. Requirements for the worship festival, thesis and recital can be acquired from the Graduate Music Office.

TRANSFER STUDENTS

A student will be allowed to transfer up to six hours of graduate credit from another college or university that has been accredited by a regional accrediting commission such as the Southern Association of Colleges and Schools.

PROGRAM OF STUDY

The Master of Church Music degree is comprised of 32 hours. An asterisk (*) indicates required courses.

CHURCH MUSIC STUDIES (12 Hours)

* CHM 590	Congregational Worship in the Evangelical and Pentecostal Service	2 hrs.
* CHM 592	Church Music Media/Technology	1 hr.
* CHM 594	History of Church Music	2 hrs.
* CHM 595	Church Music Seminar	1 hr.
* CHM 597	Concepts of Analysis for the Church Musician	2 hrs.
* CHM 598	Music Ministry Internship	2 hrs.
* CHM 599	Final Project	2 hrs.

ADVANCED TECHNICAL MUSIC STUDIES (10 Hours)

CHM 500	Final Project Extension	0 hrs.
CHM 510	Music Theory Review	2 hrs.
CHM 511	Special Topics in Music	1 hr.
CHM 512	Special Topics in Music	2 hrs.
CHM 513	Special Topics in Music	3 hrs.
CHM 521	Music in Christian Education	2 hrs.
* CHM 530	Graduate Conducting I	2 hrs.
CHM 531	Graduate Conducting II	2 hrs.
CHM 541	Orchestration and Arranging for the Church Orchestra	2 hrs.
CHM 542	Seminar in Orchestration II	2 hrs.
CHM 543	Seminar in Orchestration III	2 hrs.
CHM 544	Seminar in Orchestration IV	2 hrs.
CHM 545	Seminar in Choral Arranging	1 hr.
CHM 546	Seminar in Recording Studio Accompanying	1 hr.
CHM 553	Music Explosion	1 hr.
CHM 574	Composition and Arranging	2 hrs.
CHM 591	Music Business	2 hrs.
* CHM 593	Introduction to Graduate Research in Music	1 hr.
CHM 596	Church Music Literature and Sources	2 hrs.

MUSIC ELECTIVES (4 Hours)

CHM 551	Music Drama Workshop	1 hr.
	*Ensemble	1 or 2 hrs.
	*Applied Lesson	1 or 2 hrs.

MINISTERIAL HOURS (6 Hours)

BIB 502	Romans and Galatians	3 hrs.
BIB 504	I and II Corinthians	3 hrs.
BIB 505	Psalms	2 hrs.
CHM 507	Music of the Psalms	1 hr.
PAS 551	The Ministry of Worship	3 hrs.
THE 535	Person and Work of the Holy Spirit	3 hrs.

COURSE DESCRIPTIONS

BIB 502. ROMANS AND GALATIANS Three hours credit

A comparative, expository and theological study of the Epistles to the Romans and Galatians with emphasis on the cardinal Christian doctrines as formulated in these documents. It includes a study of the influences of both Judaism and Hellenism on the cultural and religious scene in the first century A.D.

BIB 504. I AND II CORINTHIANS Three hours credit

An expository and theological study of I and II Corinthians. Special attention is given to the doctrinal and practical issues faced in the early Christian community in the Hellenistic world. Both the cultural and religious environments are considered.

BIB 505. PSALMS Two hours credit

A sectional study of this Old Testament poetical book. Special attention is given to matters of background periodically.

CHM 500. FINAL PROJECT EXTENSION No hours credit

. An extension on the Final Project which will allow a student to continue an incomplete project in subsequent semesters.

CHM 501-502CC. CAMPUS CHOIR One hour credit

Study and performance of a wide variety of sacred choral literature of the worship tradition and in a worship setting. Open to all students by audition. A minimum 3 hours of rehearsal per week.

CHM 501-502CH. CHAPEL CHOIR One hour credit

Open to all students. No audition is required. Rehearsals are one time per week. Performances are in chapel and local churches only.

CHM 501-502CU. CHORAL UNION One hour credit

Study and performance of major choral master works as well as newly composed works for festival chorus. Open to all music majors, general college students and members of the local community with the consent of the instructor. One major concert each semester. One rehearsal per week.

CHM 501-502ES. EVANGELISTIC SINGERS One hour credit

Study and performance of a wide variety of sacred choral literature ranging from the Negro Spiritual to traditional and contemporary Black Gospel settings. Admission by Audition. A minimum 3 hours of rehearsal per week.

CHM 501-502LL. LADIES OF LEE One hour credit

Training and performance in choral music for treble voices. Various performances each semester. Open to all female students by audition. A minimum 3 hours of rehearsal per week.

CHM 501-502LS. LEE SINGERS One hour credit

Study and performance of a wide range of choral literature. One major tour each semester in addition to other off-campus appearances. Membership by audition only. Open to all students. A minimum 4 hours of rehearsal per week.

CHM 501-502VL. VOICES OF LEE One hour credit

A 16-voice ensemble designed to study and perform a variety of acappela, jazz and contemporary choral stylings-both sacred and secular. A minimum of 5 hours rehearsal per week with extensive off-campus performances. Membership by audition.

CHM 503-504BR. CHAMBER MUSIC - BRASS One hour credit

Study and performance of music for small ensemble. Instrumentation based upon student interest and availability.

CHM 503-504HB. CHAMBER MUSIC - HANDBELLS One hour credit

Study and performance of music for small ensemble. Instrumentation based upon student interest and availability.

CHM 503-504JE. JAZZ ENSEMBLE One hour credit

Utilizing standard stage band instrumentation, this ensemble studies and performs the best of the popular repertory. Open by audition. A minimum 2 hours of rehearsal per week.

CHM 503-504OR. CHAMBER ORCHESTRA One hour credit

Study and performance of music for string ensemble and string orchestra. Open by audition. One major concert per semester.

CHM 503-504PE. CHAMBER MUSIC - PERCUSSION One hour credit

Study and performance of music for small ensemble. Instrumentation based upon student interest and availability.

CHM 503-504SB. SYMPHONIC BAND One hour credit

Training and practice in the wind band literature. Open to all students with the consent of the instructor. A minimum of 3 hours of rehearsal per week.

CHM 503-504WE. WIND ENSEMBLE One hour credit

Training, practice and performance of concert wind ensemble literature. Membership is by audition only. One major concert to be given each semester. A minimum of 3 hours of rehearsal per week.

CHM 507. MUSIC OF THE PSALMS **One hour credit**
Study of musical selections utilizing texts from the book of Psalms. The course is to be taken in the same semester as BIB 505A.

CHM 510. MUSIC THEORY REVIEW **Two hours credit**
A course designed to assist the entering graduate student prepare for the study of music theory at the graduate level. Grading for this course is pass/fail. Credit does not apply toward the Master of Church Music degree. Prerequisite: Graduate Music Theory Placement Exam.

CHM 511. SPECIAL TOPICS IN MUSIC **One hour credit**
A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the instructor.

CHM 512. SPECIAL TOPICS IN MUSIC **Two hours credit**
A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the instructor.

CHM 513. SPECIAL TOPICS IN MUSIC **Three hours credit**
A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the instructor.

CHM 521. MUSIC IN CHRISTIAN EDUCATION **Two hours credit**
A course designed to instruct the student in integrating all church activities, developing music in churches through the church music school and the multiple choir system. Graded music is studied for use in Sunday Schools, Vacation Bible Schools, etc.

CHM 530. GRADUATE CONDUCTING I **Two hours credit**
A course designed to provide the student with opportunity to improve the conducting gestures required for any style of music. Emphasis for the course is on conducting mixed meters, expressive gestures and rehearsal techniques.

CHM 531. GRADUATE CONDUCTING II **Two hours credit**
A course designed to provide students practical conducting experience of various styles of church music from chant to modern-day song. Emphasis is placed on the appropriate conducting technique and performance practice required for the period.

CHM 541. ORCHESTRATION AND ARRANGING FOR THE CHURCH ORCHESTRA Two hours credit

A detailed study of instruments of the orchestra including range, technique, timbre, transposition and orchestration. Study of various principles of arranging for church instrumental ensembles.

CHM 542. SEMINAR IN ORCHESTRATION II Two hours credit

An in-depth study of orchestrating for strings and woodwinds. This course will focus on bowing techniques, alternate clefs, specific scoring problems for double reed instruments, review of ranges and transpositions, and special effects for string instrumentation. Prerequisite: Orchestration and Arranging.

CHM 543. SEMINAR IN ORCHESTRATION III Two hours credit

An in-depth study of orchestrating for brass, percussion, and infrequently used instruments. This course will focus on brass techniques, alternate clefs, specific scoring problems for percussion instruments, review of ranges and transpositions, and special effects for percussion instruments. Prerequisite: Orchestration II.

CHM 544. SEMINAR IN ORCHESTRATION IV Two hours credit

An advance study of orchestration that will include preparation of major orchestration projects. Includes in-class presentations arranged by each student. Prerequisite: Orchestration III.

CHM 545. SEMINAR IN CHORAL ARRANGING One hour credit

An introduction to the aspects of choral arranging. The choral arranging will include two-, three- and four-part writing.

CHM 546. SEMINAR IN RECORDING STUDIO ACCOMPANYING One hour credit

An emphasis in accompanying for the recording studio musician. Development of intensive study of style and the techniques utilized in recording sessions will be covered on an experiential basis. Proficiency on the keyboard is required. Pre-requisite. Permission from the instructor.

CHM 551. MUSIC DRAMA One hour credit

A practical laboratory course which involves the production of music dramas. Work includes casting, rehearsing, designing and constructing sets, lighting, costuming, and publicity for recitals and public presentations.

CHM 553. MUSIC EXPLOSION One hour credit

A church music seminar that includes special interest workshops, worship services, concerts and music reading sessions. Offered in the Spring semester.

CHM 560-561. PIANO PROFICIENCY One hour credit

A course designed to address deficiencies identified by the keyboard section of the Music Placement Examination. Grading for this course is pass/fail. Credit does not apply toward the Master of Church Music degree.

CHM 570, 571, 572, 573. APPLIED MUSIC One hour credit

Private music lessons for the secondary instrument are available to all students (subject to submission of the Private Music Lesson Form and teacher availability) in the following categories:

Brass	Conducting
Guitar	Percussion
Piano	Strings
Voice	Woodwinds

CHM 574. COMPOSITION AND ARRANGING Two hours credit

Applied music in the seventy series designates the secondary instrument in the Graduate's program.

CHM 580, 581, 582, 583. APPLIED MUSIC One hour credit

Private music lessons are available to all students (subject to submission of the Private Music Lesson Form and teacher availability) in the following categories:

Brass	Conducting
Guitar	Percussion
Piano	Strings
Voice	Woodwinds

To register for private music lessons, a Private Music Lesson Form must be submitted by the student to his/her advisor with the trial schedule when classes are entered for registration. The Private Music Lesson Form is available from the School of Music.

CHM 584, 585, 586, 587, 588, 589. APPLIED MUSIC Two hours credit

Applied music is intended for students pursuing a graduate recital in a performance area. Development of repertory and intensive study of style. Admission by audition only.

CHM 590. CONGREGATIONAL WORSHIP IN THE EVANGELICAL AND PENTECOSTAL SERVICE Two hours credit

A course designed to provide students with an in-depth study of corporate worship, giving attention to the theological foundations of music in worship, the function of music in worship, the role of the worship leader, the practical elements of creativity in worship design and the production of materials for congregational worship in evangelical and Pentecostal church services.

CHM 591. MUSIC BUSINESS Two hours credit

A course designed to provide an introduction to the field of Music Business in general and to the Christian Music Business in particular.

CHM 592. CHURCH MUSIC MEDIA/TECHNOLOGY One hour credit

An introduction to the use of media and media technology in the church, including the use of MIDI (Musical Instrument Digital Interface), computer programs for the musician and the creative use of slides, videos, films and related areas of interest for the church musician.

CHM 593. INTRODUCTION TO GRADUATE RESEARCH IN MUSIC One hour credit

An introduction to the methodology of scholarly research and writing in music.

CHM 594. HISTORY OF CHURCH MUSIC Two hours credit

A course designed to provide students with an overview of the historical church traditions (from Hebrew to contemporary) and to demonstrate the influence of these traditions on the music of the evangelical and Pentecostal church.

CHM 595. CHURCH MUSIC SEMINAR One hour credit

A course designed to discover the latest innovations in church music ministry and also to cover "non-music" areas of church music ministry that are vital to the success of the Pentecostal church music minister. Management of these "non-music" areas is essential to the daily life of the music minister and will be approached from a pragmatic, real-life perspective.

CHM 596. CHURCH MUSIC LITERATURE/SOURCES Two hours credit

An overview of sacred literature from the major periods of church music history with selected representative composers and their works from each period. This will include a significant section on contemporary sacred literature for the church and school.

CHM 597. CONCEPTS OF ANALYSIS FOR THE CHURCH MUSICIAN Two hours credit

A course designed to provide the church musician with the necessary analytic techniques to function effectively in the wide-ranging musical styles of the Contemporary Christian Church. Prerequisite: Passing score on the Graduate Music Theory Placement Exam.

CHM 598. MUSIC MINISTRY INTERNSHIP Two hours credit

A course designed to give graduate students an opportunity to interact with a competent music minister in all areas of church music ministry. The student will be given opportunities to increase his/her knowledge and skill

levels in areas of interpersonal relationships, administration, leadership and planning, as well as musicianship.

CHM 599. FINAL PROJECT Two hours credit

A course which gives the student a choice of vehicles for demonstrating his/her mastery in either individual performance, research and writing or planning, preparing and directing the festival worship concert. The work of the student will be closely directed and supervised by designated graduate faculty as arranged by the Director of Graduate Studies in Music.

PAS 551. THE MINISTRY OF WORSHIP Three hours credit

A biblical and practical approach to Pentecostal worship in the local church with emphasis on special occasions such as weddings, funerals, baptisms, communion and dedications. The study includes development of a biblical theology and practical philosophy of worship, a historical and contemporary overview and the planning of each aspect of a service, as well as the various types in order for worship to be developed and maintained.

THE 535. PERSON AND WORK OF THE HOLY SPIRIT Three hours credit

A study of the doctrine of the Holy Spirit with emphasis upon the Spirit's relationship to Christ. The work of the Holy Spirit in relation to other fundamental doctrines will also be considered (e.g. creation, salvation, ecclesiology, eschatology, etc.). Special attention will be focused on the work of the Holy Spirit as teacher, helper, discipler and on the experience of Spirit baptism with the initial evidence of glossolalia. Some attention will be given to the meaning of "living in the Spirit" and spiritual gifts.

THE MUSIC GRADUATE COMMITTEE

The Music Graduate Committee's responsibility is to give administrative oversight to the graduate program. The committee considers and recommends curricular changes to the university faculty, approves all policies, assesses effectiveness of the graduate program, serves as the Admissions Committee, reviews candidacy, and approves applicants for graduation. The Music Graduate Committee consists of: Walter Mauldin, D.M.A., Dean of the School of Music ; Jim Burns, D.M.A., Director of Graduate Studies in Music; Randy Guthrie, D.M.A.; David Horton, Ph.D.; Lonnie McCalister, D.M.A.; and Phillip Thomas, Ph.D.



THE ADMINISTRATION AND FACULTY OF LEE UNIVERSITY

THE ADMINISTRATION AND FACULTY OF LEE UNIVERSITY

The guidance, instruction, and assistance you will receive at Lee will come primarily from the people listed on the following pages. Each member of the faculty, administration, and staff possesses great individual devotion to Lee University and our students. Whether conversing with you over coffee in the Student Center, assisting you with your career planning, or working behind the scenes insuring the smooth operation of the school, you will find the Lee University family's devotion genuine and contagious.

BOARD OF DIRECTORS

Raymond F. Culpepper	Chairman, Birmingham, Alabama
Bill W. Higginbotham	Norman, Oklahoma
N. Don Medlin	Caruthersville, Missouri
John B. White	West Palm Beach, Florida
Cecil N. Brown	Kennesaw, Georgia
B. Kenneth Jones	Smithfield, North Carolina
M. Darrell Rice	Doraville, Georgia
Raymond Crowley	Chicoteague, Virginia
H. Bernard Dixon	Cleveland, Tennessee
Edward E. Hollowell	Raleigh, North Carolina
Quan L. Miller	Cocoa, Florida
T. Bryan Cutshall	Webster Grove, Missouri
Gary Sharp	Hobe Sound, Florida
Dennis Livingston	Matthews, North Carolina
Lee Storms	Ft. Mill, South Carolina
Stephen L. Lowery	Ft. Washington, Maryland
Samuel Robeff	High Point, North Carolina

PRESIDENT

Charles Paul Conn, Ph.D., President
 B.A., Lee College;
 M.A., Ph.D., Emory University

CABINET

Carolyn Dirksen, Ph.D., Vice President for Academic Affairs
B.S., M.A., Northern Arizona University;
Ph.D., University of Arizona

Dale W. Goff, M.S., Vice President for Institutional Advancement
B.S., Lee College;
M.S., University of Tennessee

David M. Painter, M.B.A., Vice President for Business and Finance
B.S., Tennessee Wesleyan College;
M.B.A., Middle Tennessee State University

David W. Tilley, Ed.D., Vice President for Student Life
B.S., University of Tennessee at Chattanooga;
M.Ed., Georgia State University;
Ed.D., University of Tennessee at Knoxville

ACADEMIC DEANS

Jerome Boone, D.Min., Dean, School of Religion
B.A., Lee College;
M.A., Wheaton Graduate School;
Th.M., D.Min., Columbia Theological Seminary

Walter C. Mauldin, D.M.A., Dean, School of Music
B.M.E., Lee College;
M.M., University of Southern Mississippi;
D.M.A., University of Miami

Deborah Murray, Ed.D., Dean, College of Education
B.S., Lee College;
M.S., Ed.D., University of Tennessee at Knoxville

Dewayne Thompson, D.B.A., Dean, College of Arts and Sciences
B.S., Lee College;
M.B.A., Middle Tennessee State University;
D.B.A., Nova Southeastern University

GRADUATE COUNCIL

Jerome Boone, D.Min., Dean, School of Religion

B.A., Lee College;

M.A., Wheaton Graduate School;

Th.M., D.Min., Columbia Theological Seminary

Jim Burns, D.M.A., Director, Graduate Studies in Music

B.C.M., Lee College;

M.C.M., D.M.A., Southwestern Baptist Theological Seminary

Terry Cross, Ph.D., Director, Graduate Studies in Religion and
Assistant Dean, School of Religion

B.A., Lee College;

M.A., M.Div., Ashland Theological Seminary;

Th.M., Ph.D., Princeton Theological Seminary

Carolyn Dirksen, Ph.D., Vice President for Academic Affairs

B.S., M.A., Northern Arizona University;

Ph.D., University of Arizona

Ruth Ediger, Ph.D., Assistant Professor of Political Science

B.A., Pacific Lutheran University;

M.A., Ph.D., University of Nebraska-Lincoln

Doyle R. Goff, Ph.D., Director, Master of Science in
Counseling Psychology

B.A., M.S., Florida International University;

Ph.D., Florida State University

Walter C. Mauldin, D.M.A., Dean, School of Music

B.M.E., Lee College;

M.M., University of Southern Mississippi;

D.M.A., University of Miami

Deborah Murray, Ed.D., Dean, College of Education and
Director, Graduate Programs in Education

B.S., Lee College;

M.S., Ed.D., University of Tennessee at Knoxville

Dewayne Thompson (1981), Dean, College of Arts and Sciences and
Chair, Master of Liberal Arts Committee

B.S., Lee College; M.B.A., Middle Tennessee State University;

D.B.A., Nova Southeastern University

GRADUATE FACULTY OF THE UNIVERSITY

Laura Anderson (1996), Assistant Professor of Education
B.A., M.A., Furman University;
Ph.D., University of South Carolina

Robert E. Barnett (1995), Associate Professor of History
B.A., M.A., Ph.D., Texas Tech University

Donald N. Bowdle (1962), Professor of History and Religion
B.A., Lee College; M.A., Ph.D., Bob Jones University;
Th.M., Princeton Theological Seminary;
Th.D., Union Theological Seminary in Virginia;
Post Doctoral Fellow: Yale University,
University of Edinburgh, Scotland

Pamela G. Browning (1989), Associate Professor of Education
B.S., Lee College; M.A., University of South Florida
Ph.D., University of Tennessee at Knoxville

Jimmy W. Burns (1967), Professor of Music
B.C.M., Lee College;
M.C.M., D.M.A., Southwestern Baptist Theological Seminary

Paul Conn (1970), Professor of Psychology
B.A., Lee College;
M.A., Ph.D., Emory University

Christopher A. Coulter (1994), Assistant Professor of English
B.S., George Peabody College;
M.A., Ph.D., University of Tennessee at Knoxville

Terry L. Cross (1997), Associate Professor of Theology and Philosophy
B.A., Lee College;
M.A., M.Div., Ashland Theological Seminary;
Th.M., Ph.D., Princeton Theological Seminary

Carolyn Dirksen (1968), Professor of English
B.S., M.A., Northern Arizona University;
Ph.D., University of Arizona

Evaline Echols (1984), Professor of Business Education
B.S., Lee College;
M.Ed., University of Tennessee at Chattanooga;
Ph.D., Louisiana State University

William E. Estes (1998), Assistant Professor of Education
B.A., Wheaton College;
M.S.E., University of Central Arkansas

Ruth Ediger (1996), Assistant Professor of Political Science
B.A., Pacific Lutheran University;
M.A., Ph.D., University of Nebraska-Lincoln

Robert W. Fisher (1983), Associate Professor of Psychology
B.A., Lee College;
M.Ed., Georgia State University;
Ph.D., University of Tennessee at Knoxville

Doyle R. Goff (1987), Associate Professor of Psychology
B.A., M.S., Florida International University;
Ph.D., Florida State University

Robert Graham (1997), Assistant Professor of Sociology
B.A., Lee College; M.S., Miami University;
Ph.D., University of Cincinnati

Randy Guthrie (1999), Associate Professor of Music
M.A., Oral Roberts University
D.M.A., Southwestern Baptist Theological Seminary

JoAnn Higginbotham (1981), Associate Professor of
Physical Education
B.S., Tennessee Technological University;
M.Ed., Ed.S., D.A., Middle Tennessee State University

Daniel Hoffman (1994), Assistant Professor of History
B.A., Moody Bible Institute; B.S.Ed., Miami University, Oxford;
M.A. Trinity Evangelical Divinity School;
Ph.D., Miami University

David Horton (1969), Professor of Music
B.M.E., University of Southern Mississippi;
Ph.D., George Peabody College for Teachers

Joel Kailing (1994), Assistant professor of Communication
A.B., University of Georgia; M.Div., Emory University;
Th.M., Asbury Theology Seminary;
Ph.D., University of Kentucky

***Ollie J. Lee** (1967), Professor of Sociology
B.A. Berea College;
Ph.D., University of Pittsburgh

Walter C. Mauldin (1989), Professor of Music
B.M.E., Lee College;
M.M., University of Southern Mississippi;
D.M.A., University of Miami

Lonnie McCalister (1987), Professor of Music
B.S., Lee College;
M.M.E., Central State University of Oklahoma;
D.M.A., The University of Oklahoma

Nadine McHugh (1995), Associate Professor of Special Education
B.S., Mankato State University;
M.A., University of Northern Colorado;
Ed.D., University of South Dakota

Trevor Milliron (1998), Assistant Professor of Psychology
B.S., University of Tennessee at Chattanooga;
M.A., Ph.D., Fuller Theological Seminary

Karen Carroll Mundy (1979), Professor of Sociology
B.A., Lee College;
M.A., Ph. D., University of Tennessee at Knoxville

Deborah Murray (1980), Professor of Education
B.S., Lee College;
M.S., Ed.D., University of Tennessee at Knoxville

Janet Rahamut (1977), Associate Professor of English
B.A., Lee College; M.A., Eastern Kentucky University;
Ed.S., Georgia Southern College;
Ph.D., University of Tennessee at Knoxville

Gary L. Riggins (1992), Associate Professor of Education
B.S., M.Ed., Georgia Southern University;
Ed.D., University of Tennessee at Knoxville

David Roebuck (1991), Assistant Professor and
Library Reference Assistant
B.A., West Coast Christian College;
M.Div., Church of God School of Theology;
M.A., Ph.D., Vanderbilt University

J. Susan Rogers (1989), Assistant Professor of English
B.A., Lee College;
M.A., Ph.D., University of Alabama

Clifford D. Schimmels (1991), Professor of Education
B.A., Oklahoma Baptist University;
M.A.T., Southwestern Oklahoma University;
Ph.D., University of Oklahoma

William A. Simmons (1986), Associate Professor of New Testament
B.A., Lee College; M.A., Church of God School of Theology;
M.Div., Ashland Theological Seminary;
Ph.D., University of St. Andrews, Scotland

H. Edward Stone (1998), Assistant Professor of Counseling Psychology
B.A., Lee College;
M.Ed., Georgia State University;
Ph.D., University of Alabama

Donna Summerlin (1988), Associate Professor of English
B.A., Lee College;
M.Ed., University of Tennessee at Chattanooga;
Ph.D., University of Tennessee at Knoxville

Dewayne Thompson (1981), Professor of Business Administration
B.S., Lee College; M.B.A., Middle Tennessee State University
D.B.A., Nova Southeastern University

David W. Tilley, Ed.D., Vice President for Student Life
B.S., University of Tennessee at Chattanooga;
M.Ed., Georgia State University;
Ed.D., University of Tennessee at Knoxville

Mary B. Walkins (1992), Assistant Professor of Mathematics
B.S., Lee College;
M.S., Ph.D., Northeastern University

Sabord Woods (1966-68, 1969), Professor of English
B.A., M.A., Georgia Southern College;
Ph.D., University of Tennessee

ASSOCIATE GRADUATE FACULTY

Frances L. Arrington (1954-57, 1964), Professor and
Director of Squires Library
B.S., Jacksonville State College;
M.A.(L.S.), George Peabody College for Teachers

Mark Bailey (1989), Assistant Professor of Music
B.M.E., Lee College;
M.M., Wright State University

R. Jerome Boone (1976), Professor of Old Testament and
Christian Formation
B.A., Lee College;
M.A., Wheaton Graduate School;
Th.M., D.Min., Columbia Theological Seminary

Michael Brownlee (1980-82, 1983), Assistant Professor of Music
B.M.E., Lee College;
M.M., University of Tennessee

Jerald Daffe (1987), Associate Professor of Pastoral Ministries
B.A., Northwest Bible College;
M.A., Wheaton College;
D.Min., Western Conservative Baptist Seminary

Virginia Horton (1979), Assistant Professor of Music
B.M.E., University of Southern Mississippi;
M.M.E., George Peabody College for Teachers

Philip Morehead (1966), Assistant Professor of Music
B.M., University of Tennessee at Chattanooga;
M.M., University of Tennessee at Knoxville

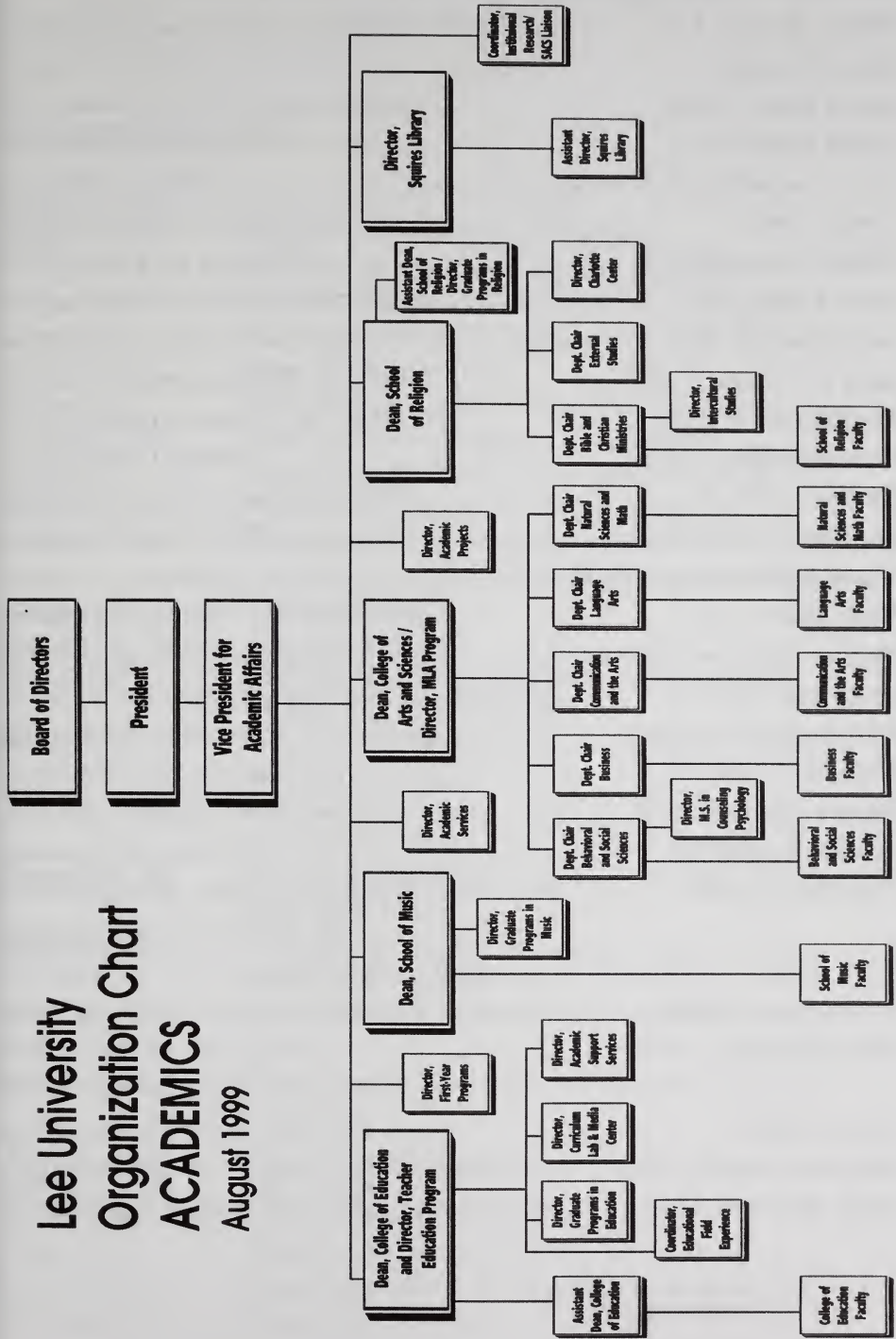
Ridley N. Usherwood (1991), Associate Professor of
Intercultural Studies
B.A., Lee College; M.Div., Gordon-Conwell Theological Seminary;
D.Min., Columbia Theological Seminary

Frank Walker (1994), Assistant Professor of Accounting
B.S., University of Tennessee, Martin;
M.B.A., University of Tennessee at Knoxville;
M.Div. Mid-America Baptist Theological Seminary

Charles Mark Wickam (1987), Associate Professor of
Physical Education and Director of Educational Field Experiences
B.S., Lee College;
M.Ed., University of Southwestern Louisiana;
D.A., Middle Tennessee State University

* On Leave, 1999-2000

Lee University Organization Chart ACADEMICS August 1999



ADMINISTRATIVE STAFF

Phillip Barber, B.A.	Director, Student Records and Registrar
Bruce Bonham	Director of Physical Plant
Kristy Blair, M.Ed.	Coordinator of Music Resources
Kevin Brooks, B.S.	Director of Alumni Relations
Larry Carpenter, B.S.	Athletic Director
Virgil Clark	Director of Campus Safety
Phillip Cook, M.Div.	Director of Admissions
Brian Conn, B.A.	Assistant Director of Admissions
Suzy Deaton, B.S.	Director of Academic Services
John B. Dixon, M.B.A.	Director of Information Systems
Michael Ellis, M.A.	Director of Student Financial Aid
Ronald Gilbert, M.Ed.	Video Coordinator
Nadine Goff	Music Department Coordinator
Suzanne Hamid, M.A.	Director of First-Year Programs
Vanessa Hammond, M.A.	Director of Grants
Mike Hayes, M.A.	Director of Student Development
Marian Malone-Huffman, B.S.	Assistant Director of Financial Aid
Keith LeCroy, B.S.	Associate Director of Business and Finance
Gail Lemmert, M.A.	Director of Counseling and Testing
Alan McClung, M.A.	Associate Dean of Students
Danny Murray, B.A.	Director of Church Relations
Marsha Radar, B.S.	Director of Housing
Gary Ray, M.Ed.	Asst. Vice President for Inst. Advancement and Director of Admissions
Veva Rose	Director, Special Projects, College of Arts & Sciences
Susan Sasse, M.Ed.	Director, Academic Support Services Prog.
Wendell Smith, M.Div.	Campus Pastor and Director, Campus Ministries
George Starr	Director, Sports Information
Stephanie Taylor, B.S.	Administrative Assistant to the President
Mark Wickam, D.A.	Coordinator of Educational Field Experiences

UNIVERSITY CALENDAR

1999 - 2000

FALL SEMESTER 1999

August 16-17	Orientation of new faculty
August 16-17	Faculty goal-setting conferences
August 18-19	Pre-session seminar-university faculty
August 18-19	Student Leadership Development Seminar
August 20	Faculty meeting by department and school
August 20-21	New student testing
August 20	New students dorm check-in, 10:00 a.m.
August 21-22	New student and parent orientation
August 22	Returning students dorm check-in, 10:00 a.m.
August 23-24	New student advising and registration
August 24-25	Registration for returning students
	Registration for students receiving VA benefits
August 26	Classes begin
August 26	Opening Chapel
September 1	Last date for late applications for Seniors completing in December
September 6	Final day for completion of External Studies by resident students
	Courses or transfer work for December graduation
	Final day a student may register or add a class
September 13	May and July graduates file graduation application with their Dean
September 15	Final day to apply for admission to student teaching for spring
September 23	The General Education Assessment Test (all seniors)
September 25	The General Education Assessment Test (all seniors)
October 10-14	Fall Convocation
October 21-24	Fall break
October 22	Offices closed
October 25	Classes resume, 8:00 a.m.
November 1	Final day to drop a class with a grade of "W"
November 5-6	Homecoming

November 16-18	Pre-registration for spring semester (<u>juniors</u> and <u>seniors</u> only)
November 19-23	Pre-registration for spring semester (all other)
November 24-26	Thanksgiving holidays
November 25-26	Offices closed
December 10-16	Final exams
December 10	Commencement: Commissioning ceremony
December 11	Commencement: Graduation ceremony
December 17	Residence halls close, 9:00 a.m.
December 22-	University closed for Christmas holidays
January 2	

SPRING SEMESTER 2000

January 3	Offices reopen
January 5-6	University faculty seminar
January 7	Department/school faculty meetings
January 8	Opening of dorms
January 9	Orientation for new students
January 10	Advising and registration for new students
	Registration for students receiving VA
January 10-11	Registration for spring semester
January 12	Classes begin
January 13	Opening Chapel
January 17	Last day for late applications-May 2000 graduation
January 24	Final day for completion of External Studies Courses or transfer work for May graduation
January 21	Final day a student may register or add a class
January 25	Final day for removal of "I" grades by May graduation applicants
January 31	Final day to apply for student teaching for fall
February 6-10	Winter convocation
February 24-26	Major Field Assessment Tests (all seniors)
March 6-10	Spring break
March 10	Offices closed
March 13	Classes resume
March 27	Last day to drop a class with a grade of "W" December graduates file graduation application with their Dean
April 4-10	Pre-registration for summer and fall semester

April 11	Honors Chapel
April 14-15	Lee Day Weekend
April 21-24	Easter Break
April 27-May 3	Final Exams
May 5	Commencement: Commissioning ceremony
May 6	Commencement: Graduation ceremony
May 6	Residence halls close, 9:00 a.m.
May 8-9	Faculty seminar

SUMMER SESSIONS 2000

FIRST SESSION May 8-June 2

May 8	Registration
May 9	Classes begin
May 11	Last day to register or add a class
May 17-June 29	Faith/Learning Seminar
May 22	Last day to drop a class with a grade of "W"
June 2	Final examinations

SECOND SESSION June 5-June 30

June 5	Registration (classes begin)
June 10	Last day to register or add a class
June 15-18	Summer Music, Drama & Art Festival
June 22	Last day to drop a class with a grade of "W"
June 30	Final Examinations

THIRD SESSION July 5-August 3

July 3-14	Summer Honors
July 4	Holiday
July 5	Registration (classes begin)
July 7	Last day to register or add a class
July 20	Last day to drop a class with a grade of "W"
August 3	Final examinations
August 4	Senior Recognition Luncheon
August 5	Commencement
August 5	Summer residence halls close

CONTACT INFORMATION FOR GRADUATE STUDIES

Graduate Program Directors

Dr. Deborah Murray
Director, Graduate Studies in Education
DeVos Education Building 232
Telephone 423/614-8174
E-mail: debmurray@leeuniversity.edu

Dr. Doyle Goff
Director, Graduate Program in Counseling Psychology
Behavioral & Social Sciences Building 201
Telephone: 423/614-8126
E-mail: drgooff@leeuniversity.edu

Dr. Chris Coulter
Director, Master of Liberal Arts Program
Walker Memorial Building 304A
Telephone: 423/614-8231
E-mail: ccoulter@leeuniversity.edu

Dr. Jim Burns
Director, Master of Church Music Program
Curtsinger Music Building
Suite #4, Office D
Telephone: 423/614-8268
E-mail: jburns@leeuniversity.edu

Dr. Terry Cross
Director, Graduate Program in Bible and Theology
Vest Building 204A
Telephone: 423-614-8141
E-mail: tcross@leeuniversity.edu

Mailing Address:

Lee University
1120 Ocoee Street NW
P.O. Box 3450
Cleveland, TN 37320-3450



LEE UNIVERSITY

CLEVELAND, TENNESSEE 37311

1-800-LEE-9930

www.leeuniversity.edu